#### Listening Lesson Plan

***The Internet and social networking***

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| **Instructor:** Hoon  (Lee Taehoon) | **Level:** intermediate and above | **Students:**  14 | **Length:**  50 min. |

**Materials:**

- White board ＆board markers

- Listening CD ＆ CD player

- Worksheet introductory speaking and vocabulary exercises listening section1

- Worksheet listening section2

- Worksheet Extra work Vocabulary, language and discussion

**Aims:**

- Students will discuss worksheet1

- Students will listen for the main idea and answer guiding questions.

- Students will listen for the detail by completing a gap fill.

- Students will pronounce the vocabularies from article and remember them.

- Students will answer the worksheet3.

**Language Skills:**

- **Listening:** teacher’s instructions, discussion, article form CD player

- **Reading:** vocabulary worksheet, gap fill worksheet, article

- **Speaking**: prediction, interviewing, group discussion, pair discussion

- **Writing:** vocabulary worksheet, gap fill worksheet123

**Language Systems:**

- **Lexis:** vocabularies from the article

- **Phonology**: articulation of vocabularies from the article

- **Function:** student use the new words

**Assumptions about Students:**

- Students already know how the class is set up and run (in pairs, in groups)

- Students are familiar with teacher’s teaching style

- Students know most of vocabularies in the article.

**Possible Problems and Solutions:**

- Students may not be able to get some general information without note taking.

=> Help students to remind what they heard and if necessary, play the CD again.

- Students may not be able to answer the questions from worksheets.

=> Replay the CD or pause the specific parts which students could not get answers (use the technique: pause-play-pause-play)

- If there is not enough time,

=> Feedback will be done as a whole class.

- If students finish their task earlier than expected,

=> Ask the students what they have for answers and why they have the answers.

##### Procedures

Pre-Task- Materials: Board ＆markers, worksheet #1

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| Time | Set Up | Description of activities |
| **2min**  **3min**    **2min**  **5min**  **1min** | **T-SSS**  **SSS**  **T-SSS**  **SSS**  **T-SSS** | **1. Greeting and Eliciting about topic**  “Hello, everyone. How are you today? Ok these days lots of people use the internet and make friends on the online so I have the question have you tried to meet the person who knows only online in the offline space? If you are, how could you meet the people in the online zone? May be most of guys use the MySpace, Cyworld and MySpace. Me too. I have also got those websites Id.  *(Students answer the question.)*  “OK, very interesting, so today we are going to talk about the social networking topic like the Myspace ,facebook and Cyworld. And listen to a talk by Gavin Dudeny, an expert on the English language, and that the talk is about the way English is changing. This particular talk is about the word FaceBook.  **2. Quick Discussion**  *(Hand out Work sheet1)*  Ok look at the work sheet 1 how much time a week do you think you spend on the internet? Discuss these questions with your partner. I am going to give you the 5 min. **CCQ** “Do you work alone or with your partner?”  “How much time do you have?”  “How many things do you need to discuss about?”  *(Students discuss about the topic)*  - If there is not enough time, cut the discussion and check their talking.  - If students already finish their discussion, let them talk to other partner.  **3. Feedback**  *(share with student thinking to teacher and the rest of students Give them short feedbacks)*  **4. Vocabulary**    “You all did a good job. Match these words and phrases to their definitions. Without dictionaries at first. Ok? And repeat after then me (practice the pronunciation of the vocabulary, as they will hear it in the talk. I want you to work alone and you have **5 minutes**.” **CCQ** “What are you going to do?”  “How much time do you have?”  “Are you going to work alone?”    - If students already finish, let them check their answers with partners.  **5. Feedback**  *(Go through the questions quickly and explain the answers if necessary.)* |

Task- Materials: Board ＆markers, worksheet #2, CD ＆ CD player

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| --- | --- | --- |
| Time | Set Up | Description of activities |
| **3min**  **1min**  **7MIN**  **2min**  **13Min**  **(it is same way Listening for main idea A)** | **T-SSS**  **T-SSS**  **T-SSS**  **T-SSS**  **T-SSS** | **1. Listening for main idea A**  Ok read listening section1 and do exercise 3  “OK, now. We will listen to the Section1 of the talk.  And you have to answer questions A and B. **CCQ** “Do you have to answer questions?”  *(Play the CD player)*  **2. Guiding Questions**  “What do you think this article about? Did you find anything interesting? What is the main idea? Did you hear any general information?  If students have some answers, write them on the board.  **3. Listening for details**    “We are going to listen to the CD again. When you are listening, I want you to do exercise 4 of the worksheet that I gave you. Work individually.” **CCQ** “Do you work in pairs or work individually?”  “F/T or just listening for main ideas?”  *(Play the CD player)*  “Do you want to listen again?”  -if yes, ->let students listen one more time.  -if no, -> let students check their answers with partners  **4. Feedback**  “OK. Then let’s check the answers together.”  - Go through the talking sentence by sentence and explain the meanings if necessary.  - If most students could not get, pause the CD right there and let them listen to the answers again.  **5. Listening for Main Idea B**  (hand out Student Worksheet2)  Ok read listening section 2 and do exercise 5 and then listen to Section 2 of talk and you have to answer questions A and B.  And students try to answer listening section2 exercise 6 and listen again to section2 to check complete their answer.  ( it is same way like Listening for Main Idea A ) |

Post-Task- Materials: Board ＆markers, worksheet #3,

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| --- | --- | --- |
| Time | Set Up | Description of activities |
| **5min**  **3min**  **3min** | **S-SSS**  **T-SSS**  **T-SSS** | **1. Worksheet3**  *(Handing out the worksheet #3)*  Ok look at the worksheet 3 and find the phrases in the text that have the following meanings  (For the vocabulary exercise, give the students copies of the audio script and play the complete talk as they read. The language work focuses on other phrases using the word Face) and play the main topic talking again and again)  “ You have to answer the question all the part of worksheet 3 **CCQ** “What are you supposed to do?”  “How many questions do you have to?”  **2. Feedback**  (After students finish their task, pick two or three students to present their answers.)  **3. Error correction**  *(Teacher give some error corrections and write down the good examples on the board)*  “OK, you all did a great job. This is for today. See you next time.” |

WORKSHEET 1

SPEAKING

1. Discuss these questions with your partner.

a. How much time a week do you think you spend on the Internet?

b. What kind of websites do you use?

News websites Shopping sites Information sites

Social networking sites Email or messenger services Search engines

Online gaming sites Chat rooms and other types of forum

c. In your country, what are the popular social networking sites? These are sites where

people have their own personal home page, and they are connected directly to friends.

c. Has there been a recent increase in the use of social networking sites? Do you use

any? What are the advantages and disadvantages of such sites?

VOCABULARY

2. Match these words and phrases to their definitions.

a. relatives without respect for tradition or normal ways of doing things

b. professionals can be used in many different ways

c. to upload something people who have good jobs requiring a good education and

extra training

d. versatile to add something to an Internet web page

e. to succumb members of your family

f. cavalier to give in to something; to be defeated by something

LISTENING SECTION 1

3. Now, listen to Gavin Dudeny talking about change in the English language

and answer these questions.

a. What type of Internet site does he discuss?

b. How many specific sites does he mention by name? What are the names?

4. Listen to Section 1 again and decide if the following statements are true or

false, according to Gavin Dudeny.

a. People who use Myspace are generally not as old as people who use Facebook

b. LinkedIn is for people with good jobs.

c. Sites like these have given new words such as adverbs and adjectives to the language.

WORKSHEET 2

LISTENING SECTION 2

5. Listen to Section 2 of the talk and answer these questions.

a. Gavin gives example uses of one word from a social networking site. How many uses

does he give?

b. What are they?

6. Listen again to Section 2. Are the following sentences true or false?

a. Myspace has proven to be a less versatile word than Facebook.

b. All three of the sites mentioned have provided some new words.

c. In this Internet context, ‘to comment’ means to leave a message for someone on their

site.

WORKSHEET 3 - EXTRA WORK

VOCABULARY

7. Find the phrases in the text that have the following meanings.

a. a group of people with similar interests or connections

b. stop doing something in order to do something more important

c. to find out the latest news and information; to bring yourself up-to-date

LANGUAGE

8a. There are many expressions and phrases which use the word ‘face’. Complete

the expressions below with words from the box. Use the definitions to help

you.

value in straight pack earth face music can’t

a. To keep a \_\_\_\_\_\_ face: to not laugh or smile when you are playing a joke or trick on

someone; to hide your true feelings when playing a game such as poker.

b. Face to \_\_\_\_\_\_: to meet someone in person to discuss something, rather than using

email or the telephone

c. To accept something at face \_\_\_\_\_\_: to believe someone or something without

doubting it, or asking questions about the reasons behind something

d. A face \_\_\_\_\_\_: something that you, usually women, put on your face to clean it and

make it fresh. It looks like mud, and you leave it on your face for a long time

e. On the face of the \_\_\_\_\_\_: this is used to emphasis that something is the best or is

unique

f. \_\_\_\_\_\_the face of something: you do something despite the fact that there are many

difficulties or there is little support for your action

g. To face the \_\_\_\_\_\_: to take responsibility for a mistake that you have made, or

something bad that you have done, and to accept the consequences of that action, for

example, punishment.

h. \_\_\_\_\_\_ face doing something: to not want to do something because it is too difficult

or unpleasant

8b. Use the correct phrase from Exercise 8a in the sentences below.

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ strong public opposition, the government still decided to go to war.

b. In his time, David Beckham was the best football player \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

c. I still haven’t told Dad that I have crashed his car. I guess I’d better go home

and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

d. I got a real shock when she opened the door and she was wearing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

She had forgotten that we had a date that night!

e. I would never accept what governments say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; they always have

hidden reasons for their policies and actions.

f. It was so funny when we put salt in the teacher’s cup of tea. It was hard to keep

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as he drank it.

g. I try to do as much business as possible over the phone as I get nervous when I meet

people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

h. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spending another day sitting in traffic jams; I’m going to cycle

to work!

AUDIO SCRIPTS

Listening Section 1

Do you use any of the social networking websites which are so popular these days? You

know - the places where you can connect up with friends and relatives and meet people

who share the same interests as you?

If you’re younger you may use MySpace, young adults are more likely to be found on

Facebook and busy professionals may prefer something like LinkedIn. But at least two of

these sites have one thing in common: apart from being social spaces where you can meet

and chat to people, share photos and other things, they’ve all added new verbs and nouns

to the language in the past couple of years.

Listening Section 2

Let’s take a look at some examples. I’ve just facebooked the photos from my summer

holiday [uploaded them to my Facebook page]. I facebooked that guy John and it turns out

he’s an architect [looked him up in Facebook]. Did you facebook Susan about the party?

[contact Susan through her Facebook page]. Anyway, nice to meet you. Do you mind if I

facebook you? [add you as a Facebook friend].

As you can see, ‘facebook’ is a pretty versatile word, and you could say the same about

‘myspace’, which you will find being used in much the same way all over the Net.

LinkedIn (being a more adult, professional community) is yet to succumb to such cavalier

twisting of the English language!

And while you’re ‘facebooking’ or ‘myspacing’ you may also find yourself ‘commenting’

(writing a comment on someone’s Facebook or MySpace page), as in this example: ‘I

commented Dawn that she should come to the pub on Saturday and she commented me

that she couldn’t because she was going away for the weekend’. Anyway, I must get on. I

haven’t facebooked yet today and there’s sure to be a lot to catch up on!