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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Comparing Information Delivery** |

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| Instructor:  Hailey Yeon | Level:  Advanced | Students:  6 | Length:  50 minutes |

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| Materials:   * Computer (with listening file) * Speaker * White board * Pictures for Eliciting * Idioms worksheet (6 copies) * Comprehension worksheet (6 copies) * 2 large pieces of paper to list out supportive opinions and facts for debating * Marker pens |

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| Aims:   * To practice listening of a person’s speech * To develop intensive listening by listing out the supportive ideas mentioned in the listening file * To be able to get a general overview of the listening, and be able to elaborate using their own supportive opinions and facts to use on the discussion |

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| Language Skills:   * Listening: the speaker’s short speech Writing: listing out the supported ideas mentioned in the script and elaborate more with their own * Speaking: discuss and debate with supportive opinions and facts * Reading: idioms worksheet |

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| Language Systems:   * Lexis: idioms used in listing out opinions and comparisons * Function: writing out SS own opinions to support their stand * Discourse: learn how to emphasize their opinion with strong context |

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| Assumptions:   * SS knows most of the vocabularies in the script * SS wants to improve their debate skills * SS are confused if modern information delivery systems are always good * SS have advanced level of English listening/speaking skills * SS have experienced or have some kind of understanding of information delivery in the 50s (exposed by parents or other people) |

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| Anticipated Errors and Solutions:   * SS might not be able to listen to the details * Do chunk listening * SS might not be clear on the speaker’s intention * Provide guiding questions * SS may need more time to think about supportive ideas * If many do struggle, change the debate to sharing idea on the board, provide them with additional pictures to draw out more ideas * SS may have difficulties answering comprehension questions * Instead of doing it individually, work in pairs * SS finish their activity (debate/discussion/comprehension) earlier than others * Give them 1 applied guiding question to think about |

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| References:  <https://www.youtube.com/watch?v=y7b_pHMWXwY&list=PL5BBC37A2B5107754>  Pictures from google images |

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| **Lead-In** | | | |
| Materials:  A picture of a smartphone with Google on  A picture of an old newspaper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mins | Whole class | Listen to teacher  Share their experience in short answer | *“Good morning everyone, I hope you all had wonderful weekends”*  Eliciting*.*  *“Did you read books, magazines, newspapers in the weekends? Or play with your smartphones?”*  *“Other than playing games and social networking, what else can you do with your smartphone?”*  (if no one says ‘news, information’, teacher provides this answer)  *“What about in 1950s?”*    (when students take seconds to think,)  *“This is what we’re going to listen today.”* |

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| **Pre-Activity** | | | |
| Materials:  Idioms worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | Pairs  Whole Class | Brainstorm synonyms of idioms in the worksheet  SS share their outcomes with the whole class | *“Okay, before we start to listen, lets first look at some idioms”*  (hands out the idioms worksheet)  Instruction  “*These words are easily found in speeches or essays when ideas are compared. Let’s think about the synonyms for each of the below words with the in pairs. Let’s have 5 mins of brainstorming”*  (Students get into pairs to brainstorm the synonyms)  Demonstration  Teacher gives one example for the 1st idiom  CCQ  *“Who are you working with?”*  *“Which of the idioms are you going to start first with?”*  Listen to the pairs talking to make sure their brainstorming is helping them to predict what’ll be in the listening script.  When 5 mins brainstorming is over, share with whole class – teacher facilitates – for the next 5 mins. |

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| **Main Activity** | | | |
| Materials:  Computer & Speaker to let SS listen to the listening file  Comprehension worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins  20 mins | Whole Class | SS listen to the script (2 min 10 sec)  SS share what they listened  SS listen for the 2nd time and take notes  SS share some details  SS listen for the 3rd time and answers Comprehension questions  SS Share all answers and help each other. | 1. **Listening for the main idea (general understanding of a big picture)**   Instructions  *“Let’s have all of us listen to the listening script, which will last for a little more than 2 mins. And try to listen for the main idea”*  CCQ  “Do you want to close your eyes, maybe?”  Elicit  *“Think about what you’ve brainstormed earlier, and align them with the tipic”*  (Play the file without stopping)  *“Do you want to listen again?”*  (if yes, play once more)  *“So, what is the speaker talking about?”*  *“Who can tell us the general idea of this speech?”*  (if no one answers, provide guiding questions)  Guiding Questions  *“What did he say about time that takes to convey information?”*)  *“What did he mean by ~that’s not to say~?”*   1. **Listening for the details**   Instructions  “*We will now listen again. But this time we are going to listen for details, and you may write down what you listen.”*  CCQ  “*Have you got your pen and note ready?”*  (Play it again)  *“What details did you manage to write down?”*  Elicit  *“What’s the information delivery method today?”*  (Hand out Comprehension Worksheet- Guiding Questions)  *“Now let’s all look at the comprehension questions. Can you answer all of them?”*  (SS are probably going to struggle to say yes)  Instructions  *“Then as we now know what are the questions, let’s focus on these details and listen again. This time, try to answer all the questions”*  CCQ  *“Do you know which of the details you’re looking to hear now?”*  (Play it again)  *“Did you get all the answers? Let’s share!”*  (Teacher helps to fine tune answers, help them recall where necessary)  (Guide them to post activity)  *“Do you prefer the modern information delivery or the traditional way?”* |

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| **Post Activity** | | | |
| Materials:  Large pieces of paper for each group (2)  Marker pens | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 mins | In 3s | Share SS own opinions and decide whose opinions are stronger in which side  Both team will work on the paper to write down supportive ideas | Instruction  *“Let’s now see who has got stronger opinions on which side.”*  (there will be two teams in 3s – if not equally divided, ask students who wish to switch teams- have 3 SS in each team)  *“Each team will have a large piece of paper to write down supportive ideas/opinions”*  CCQ  “*What’s your main supportive opinion?”*  *“Do you have your ideas ready?”*  (After 10 mins, ask SS what’s on their list so far, reflecting back to the listening script too) |

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| **SOS Activity** | | | |
| Materials:  White Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Remaining Time | Individually | SS tries to think and answer applied question on the White board, and write their answer on the board. | (Quietly write applied question on the white board, reflecting the listening script. Whenever there’s any group who had finished their work quicker than the others, let them solve applied question and write the answer on the board) |

**Comprehension Questions**

1. How has information delivery changed since the 1950s?
2. What advantages are offered with these changes?
3. What are the disadvantages?
4. Why was the delivery of information slower using radio as compared to internet?
5. What is wasting people’s time today?

**Idioms Worksheet**

List Expressions for Opinion Telling and Comparison that can be replaced

1. Another
2. In comparison to
3. Contrast
4. The downside
5. On the other hand

**Listening Script**

As technology advances people have a greater ability to learn. This learning can happen at a much faster pace thanks to the internet. Contrast today’s speed of information delivery with that of the 1950s. In the 50s, the primary means of mass communication was radio, television, newspapers, magazines and books.

Consider how much time it took to deliver an important message. The fastest method was radio and TV. However, not everyone was glued to the TV at all hours of the day. If an important message were to be played but few people were paying attention to the radio or TV, the message would take many hours to reach the general population. Contrast with today’s technology and a different picture is painted. Anyone with a 3G cell phone can receive news on demand at any hour of the day. People can be alerted of news at any time. These people can quickly notify others.

Another consideration is the speed at which information can be found. In the 50s, all material was contained in books. This required searching through many books, trying to find the required data. Today hours of searching can be reduced to few seconds of typing into Google.

The downside to modern communications, specifically cell phones and internet, is lost time. People are addicted to their devices and sometimes can get little done during the day. On the other hand, in the 50s, people spent most of their time working on projects, cooking, playing games etc. There was generally more self-sufficiency and less reliance on technology.

That’s not to say that all people are wasting their time online. Most people are not computer addicts and use the technology appropriately.

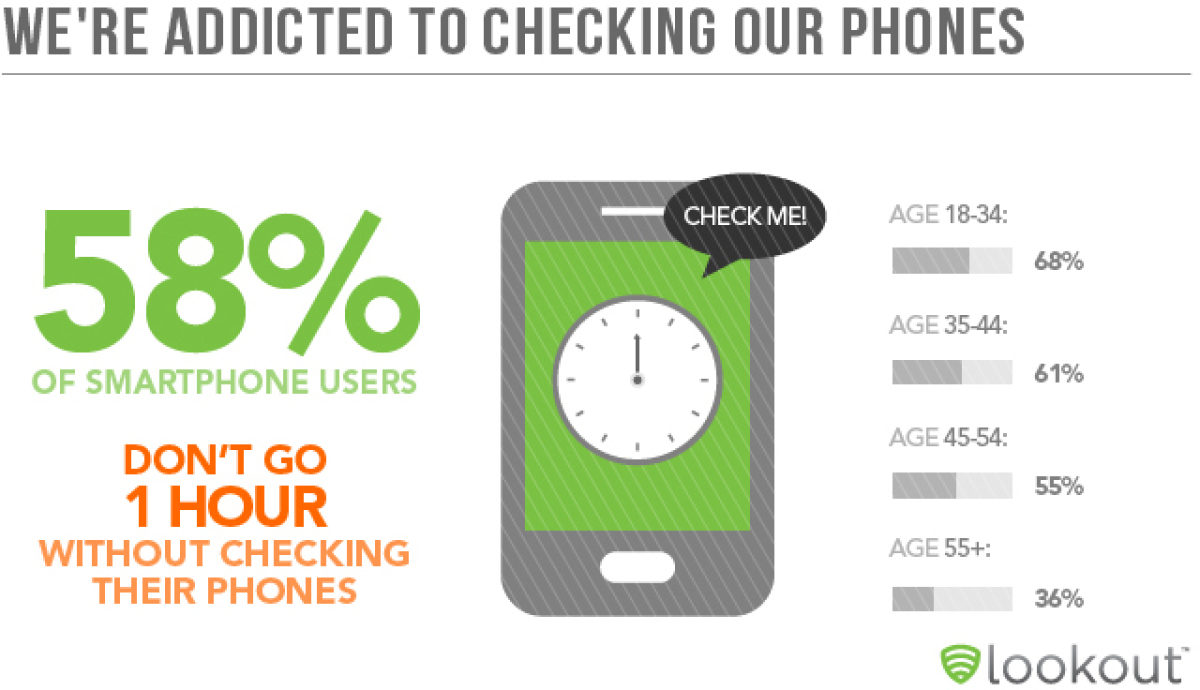
**Pictures for eliciting/leading-in, draw out more ideas of ss**

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