

BACKGROUND**Students' Profile**

- Type of class: co-educational class at public high school
- Grade: 10
- Number of students: 36
- English proficiency levels: Overall, students' English proficiency level is Intermediate; Intermediate-Mid in Speaking; Intermediate in Listening; Advanced- Intermediate in Reading; Intermediate- Low in Writing.

Subject: High School Practical English

Length of Lesson: 50 minutes

Standards

General aims of *High School Practical English* according to Korean National Curriculum for *High School Practical English* are as follows:

- Students should have interests and confidence in listening to and speaking English.
- Students should be able to understand daily English expressions.
- Students should be able to speak about themselves and their lives.
- Students should be able to understand spoken English and dialogue and express their opinions about them.
- Students should be able to understand cultures of English speaking countries and introduce our culture to other countries' people.

THEME: Social Networking Service (SNS)

LESSON TOPIC: Facebook

OBJECTIVES:

Language Objectives: Students will be able to

- read a Facebook page in order to: (1) answer questions; (2) predict information; (3) complete a task assigned by the teacher.
- write a comment on Facebook.
- orally present their research results to the class.

Content Objectives: Students will be able to

- identify the teacher's profile, friends, and status from Facebook.
- analyze the research results from the teacher's Facebook.

LEARNING STRATEGIES:

A variety of opportunities to facilitate for students to use learning strategies is provided.

Basically, the activities are involved with individual / pair / group work and the specific strategies in each language section are like followings: predicting, previewing in reading activity, using a graphic organizer, self-correcting in writing activity, using (non)verbal cues in speaking activity and note taking and attentive listening in listening.

KEY VOCABULARY:

Review vocabulary: Post, Sign up

New Vocabulary: Status, Comment, Ingredient

MATERIALS:

- The Internet
- PowerPoint
- Mission paper
- Presentation template

MOTIVATION (building background):**10 min.**

I will write the word “Facebook” on the board with the homepage of Facebook on the screen. I will ask students to think about Facebook and about what they learned last time. I will ask the following questions: *Why is SNS including Facebook popular? Who created Facebook? Why did Mark Zuckerberg create Facebook? What words can we see on the homepage of Facebook?* Then I will ask students to share their ideas with a partner by asking questions linked to their personal background: *Do you have a Facebook account? Do you have friends who use Facebook? Do you think Facebook is useful?* I will pick a few students to say what they thought to the whole class.

Next, I will present a list of key vocabulary words with PowerPoint, and students will be required to match the key word with the picture on PowerPoint. Some words (post, *sign up*) are already familiar with students because they learned them last class and others are new words (*status, comment, ingredient*) for them. Then, each group will choose a word from the word list and creates a sentence using the word.

PRESENTATION (Language and content objectives, comprehensible input, strategies, interaction, feedback): **10 min.**

I will present the language and content objectives with PowerPoint and students will read each objective. I will pick two or three students to confirm their understanding about today’s objectives. I will model how to search information from Facebook using my Facebook page: *How many friends do I have on Facebook? Which country was my Facebook profile picture taken in? Who is an influential person in my life?*

In this stage, students will use strategies such as predicting. I will often check the students’ understanding during the demonstration with appropriate feedback. If they are behind, I

will repeat the demonstration from the beginning at my Facebook page, speaking clearly while regulating the speech speed according to the students' proficiency and understanding level.

PRACTICE / APPLICATION (Meaningful activities, interactions, strategies, practice/application, feedback): **25 min.**

The students will be grouped by six with mixed proficiency level and each group should complete the task assigned by me. I will present the task directions and attention with PowerPoint and verbally, and the directions and attention as follows:

• Task Direction

1. Each piece of paper has a task and each task is for pair work.
2. The pair of students will accomplish the task as quickly as possible.
3. Once a pair has accomplished a task, then another pair will be given a new task.
4. The group (three pairs) to finish all of the tasks first wins.
5. After that, you should present your information based on the findings using the given template.

• Attention

1. If the students have any questions, please ask the teacher for help.
2. Speak quietly, so that the other teams don't hear your answers.
3. **STUDENTS MUST BE USING FACEBOOK IN ENGLISH!**

In addition, I will give the students a writing template to present the research results and they are going to tell the whole class the results. The task paper and the writing template are

designed based on the students' language proficiency level. The writing template will be shown on the screen while students are giving an oral presentation.

I will walk around the classroom to see if there might be students who need a teacher's help in terms of language or searching information from Facebook and to give some feedback to students. This activity includes the four language skills letting the students get involved with listening, speaking, reading and writing. In addition, when preparing for oral presentation, they will need high-order thinking skills such as inferring, summarizing, synthesizing, and predicting.

REVIEW/ ASSESSMENT (Review objectives and vocabulary, assess learning) :

5 min.

I will give timely feedback to the students' oral presentation and provide some additional high-order thinking questions to check their understanding the information they got, the key vocabulary, and the language and content objectivities for the lesson. For example, *Why did you infer Kristina studies in Fort Collins, Colorado? What kind of comments would be good to my status and why? How do you know the ingredients of the food that I posted on Facebook?* In addition, I will use the wrap-up technique using Outcome Sentences and the sentences will be shown on the screen: *I wonder... I discovered...I still want to know...I learned...I still don't understand...I still have a question about...Something I will remember is...*

EXTENSION:

I will let the students open their own Facebook, fill out their profile, write their status, and write a comment to friends' status. In addition to extension, I think I need to teach how to use Facebook to create the sound Internet culture: the use of proper language and protecting one's privacy.

Task Paper

1. Write a comment to Sookhee's recent status.
2. Where does Kristina study who is a Facebook friend of Sookhee's?
3. What are the ingredients of the food that Sookhee posted on Dec. 10 th ?

Presentation Template

class number	name : _____ ,
Our task was " _____ "	
We need to search on Sookhee's Facebook.	
While we were completing our mission, We got to know that _____ .	

PowerPoint Material

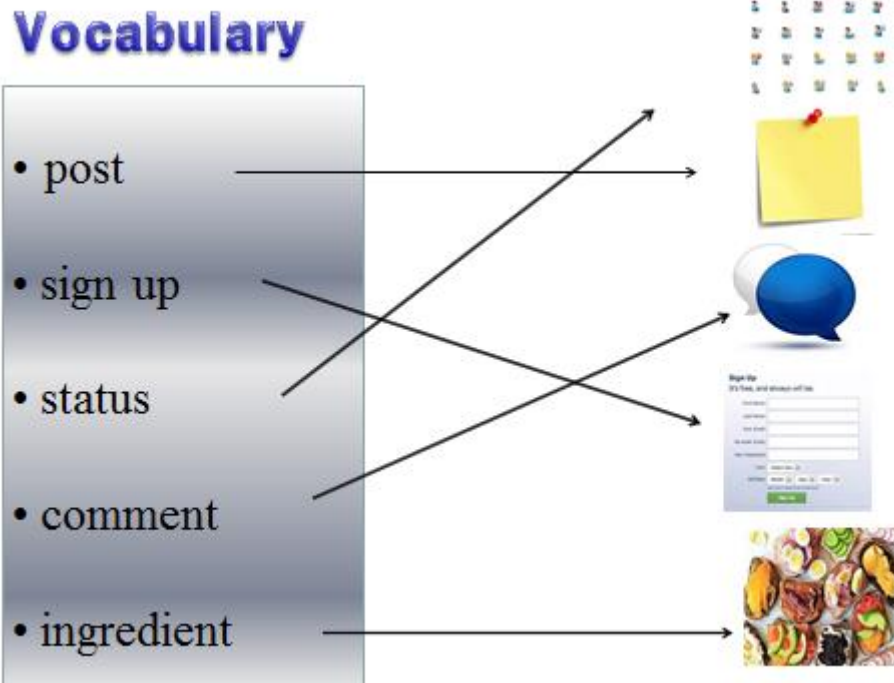
Slide 1



Slide 2



Slide 3



Slide 4

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Slide 6**Remember^^**

- If the students have any questions, please ask the teacher for help.
- Speak quietly, so that the other teams don't hear your answers.
- STUDENTS MUST BE USING FACEBOOK and **IN ENGLISH!**

Slide 7

Presentation Sheet

class number	name :	,
Our task was " _____ "		
We need to search on _____'s Facebook.		
While we were completing our task, We got to know that _____.		

Slide 8

Let' s Review ^^

- I wonder...
- I discovered...
- I still want to know...
- I learned...
- I still don't understand...
- I still have a question about...
- Something I will remember is...