

**Name:** Katie Johnston    **Date:** 4/1/2024    **Level:** Upper Intermediate    **Number of students:** 4  
**Topic:** Dangers of Fake News

**Main lesson focus (underline one):** Grammar / Vocabulary / Pronunciation / Reading / **Listening** / Speaking / Writing

**Learner outcome(s):** The students will listen to an audio conversation between a parent and son discussing the dangers of Fake News.

**Vocabulary:** Hoax, frenzy, Click-bait, fact-checking, gullible

**Phrases:**

To read between the lines

To spread like wildfire

To be taken in by

To put a spin on something

To take something at face value

**Materials:**

Deep fake images – Pope in a Puffer jacket/ Donald Trump arrest/ Elon musk tied up

Recorded Audio conversation to use as text + transcript

Gap- fill text for Practice 1

Matching cards Terms and definitions for Practice 2

<p><b>Assumptions: For this lesson I assume the Ss already know...</b>  <b>Basic vocabulary for online discussion such as website, mobile, news, headline, story, content, etc</b></p>
<p><b>An anticipated problem:</b>  <b>Pre-teaching Vocabulary and expression may be difficult as they are conceptual</b></p> <p><b>My proposed solution:</b>  <b>Use matching cards for expressions</b></p>
<p><b>What I intend to work on based on previous feedback:</b>  <b>Reduced TTT</b></p>

<b>Stage of lesson</b>  <b>No. of minutes</b>	<b>Procedure (What I / they do)</b>	<b>Objective (Why am I / are they doing this?)</b>	<b>Main skill students will be practising eg L</b>
Engage	<p>Three deepfake images on board</p> <p>I will ask the students to discuss the images and predict the topic</p> <p>Categorise the three images under  FUN – POLITICS – REPUTATION</p> <p>Three words will form part of speaking task in post-listening</p>	To create an interest in the topic, activate prior knowledge and predict topic of conversation.	S
Pre – listening	Pre-teach Vocab: ECDB		L + S

<p>Hoax – There’s a bomb in Place Capitole etc Frenzy – People are running around, it’s crazy etc Click-bait – when you go fishing and you need a worm to catch the fish etc Gullible- when you believe everything – Oh, did you hear Katie is going to buy us all dinner tonight? Really? No, of course not, don’t be so...</p> <p>Pre-teach Expressions for clarification</p> <p>Hand out slips with the expressions – one per student Ask each student to read their line</p> <p>Do group discussion to get clarification of expressions</p> <p><b>To read between the lines</b> – To interpret Eg – Claire is walking to work, isn’t going to restaurants at the weekend, she told me she can’t go on holidays, reading between the lines I d say Claire needs money</p> <p><b>To be taken in by something</b> – To make someone believe something that isn’t true Don’t’ be taken in by his charm... in reality he’s not very nice!</p> <p><b>To spread like wildfire</b> – very quickly (negative news) News of the bomb in Place Capitole spread like wildfire Everyone knew about it in 15 mins Can I can good news spreads like wildfire? No – good news travels fast</p> <p><b>To take something at face value:</b> to believe sth without checking</p>	<p>The vocab appears in the presentation text</p> <p>Clarification of the meaning is needed prior to listening to the conversation in order to aid comprehension.</p>	
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	<p>I got 100% in my exam – do you want to see? No It's ok, I take it at face value</p> <p><b>To put a spin on sth:</b> <b>Spin – wheel</b> <b>He did not behave well at the party put he put a spin on the story to make him look good</b></p>		
<p>While Listening</p>	<p>Show photo of Speakers in the audio</p> <p>1. Write focus question on the board: Is Luke gullible or sensible about Fake News?</p> <p>Ask for peer check Discuss as a group</p> <p>2. Hand out transcript for gap fill exercise Play second listening Peer check answers Correct together on board</p> <p>3. Hand out T/F questions Play third listening As students to read statements and give answers Write answers on the board</p>	<p>Prime prior thinking and set the scene for the conversation</p> <p>To aid Gist listening</p> <p>To aid focused listening</p> <p>Students may need the transcript before 2<sup>nd</sup> listening as it includes new expressions, and is quite fast</p>	<p>L</p>

<p>Post Listening</p> <p>Speaking task</p>	<p>Ask students to work in pairs.          Prepare ideas for a debate.          One pair takes the side of concerned parents          One pair takes the side of Social Media Bosses          Allow 5 mins to make notes on their ideas based on the effect of FAKE NEWS on:</p> <p>Fun – Politics – Reputation</p> <p>Ask each side to present their argument using as many of the expressions learnt from the listening</p>	<p>Ss can prepare and present ideas in free production activity and use new phrases from the lesson.</p>	<p>S</p>