

Facebook and social networking

Topic

Facebook and social networking

Aims

- To help students talk about Facebook and other social networking websites
- To develop students' reading skills
- To develop students' question formation skills
- To develop students' communication skills

Age group

Teens

Level

B1 / B2

Time

60 minutes

Materials

- Facebook and social networking Student worksheet

Introduction

How many friends have you got on Facebook? What's the friend limit on Facebook? This lesson takes a look at trends in online social networking. It gives students chance to create an imaginary online 'wall' where they can interact with each other.

Procedure

1. Lead-in: video (5 minutes)

- Write *Facebook, Twitter, Snapchat, Instagram* on the board or show students pictures of their logos, and ask what they know about these social networking sites. Do your students use them? How often? What for? Which are their favourites and why? Do they know any people who are famous for social

	networking?
2. Task 1: Pre-reading task (5 minutes)	<ul style="list-style-type: none"> Give students the worksheet and direct them to task 1. Give them a time limit of two minutes to scan the text in task 1 and answer the question. (<i>Ivy Bean was famous for being the oldest Facebook user at the age of 102</i>)
3. Task 2: Reading task (10 minutes)	<ul style="list-style-type: none"> In task 2 students read the text again in more detail. They could work in pairs to underline the numbers and say each one refers to. You may need to explain the difference between <i>optimum</i> and <i>maximum</i>. <p>Answers task 2:</p> <p><i>150 - the optimum number of friendships</i></p> <p><i>130 – the average Facebook user has 130 ‘friends’</i></p> <p><i>2008 – Ivy Bean joined Facebook</i></p> <p><i>2010 –Ivy died in 2010</i></p> <p><i>5000 - the maximum number of ‘friends’ permitted on Facebook</i></p> <p><i>4962 – Ivy had 4,962 friends on Facebook</i></p> <p><i>56000 – Ivy had 56000 followers on Twitter</i></p>
4. Task 3: Social networking profile (10-15 minutes)	<ul style="list-style-type: none"> Tell the students to imagine that they want to join an imaginary social networking website called Friendpage. Display Task 3 in the classroom (or copy it onto the board) and do an example profile as a class. Elicit or feed in useful language e.g. <i>Interested in: sports, languages, travel, music, films</i> <i>Personality: sporty, artistic, unconventional, chatty, studious, musical</i> <i>Right now I feel: Relaxed, stressed, bored, energetic, tired</i> Hand out the task 3 profiles and ask students to use their imagination to complete the profile. Set a time limit to keep things snappy Collect in the completed profiles and then redistribute them so that each student now has a different profile.
5. Task 4: House rules (5 minutes)	<ul style="list-style-type: none"> Tell the students that they are going to use their profile information in a moment, but first they need to look at the FriendPage house rules in task 4. Ask students to complete the rules in pairs. <p><i>Answers task 4: 1. Must, 2. Mustn’t, 3. Mustn’t 4. Must</i></p>
6. Task 5: Writing on the wall (15-20)	<ul style="list-style-type: none"> TIP: for Task 5 to work smoothly, the students need to follow your instructions step by step. Display or hand out task 5 and tell students they they have to listen carefully

minutes)

and follow your instructions. They shouldn't write anything yet. This task works like a game of 'consequences' and mimics a Facebook wall.

- Ask students to complete part 1 of task 5. They should introduce themselves using the information from the FriendPage profile (task 3) Demonstrate with an example if necessary – e.g. *Hi, I'm Ruby. I'm 14 and I'm a girl. I live in London, but my hometown is...*
- When everyone has completed their introduction, ask students to fold over the paper on the dotted line and then write a question next to '2. Write a question.'
- Now everyone passes their paper to the person on their left. If students can sit in a circle, that's great – if not, set up a figure of 8 passing system.
- Students write a reply next to '3. Answer the question' and again, fold the paper. They now write another (different) question next to '4. Write a question'.
- Everyone passes their paper to the person on their left.
- Continue like this until finished. Students can now unfold their paper and read what's on their 'wall'. You could display the 'walls' in the classroom for everyone to read.
- To follow up – collect some common errors from students' questions and answers for a class correction activity. Write up extracts containing errors on the board and have students correct them in pairs.
- TIP: Help a weaker class with task 5 by writing up some topics on the board and eliciting questions that students could ask each other about these topics. A few suggestions:

<i>Mobile phones</i>	<i>Do you like...?</i>
<i>Sport</i>	<i>What's your favourite....?</i>
<i>School</i>	<i>Where do you.....?</i>
<i>Friends</i>	<i>Where did you.....?</i>
<i>TV</i>	<i>When do you.....?</i>
<i>Games</i>	<i>Do you ever.....?</i>
<i>The future</i>	<i>Are you.....?</i>
<i>Family</i>	<i>Would you like to.....?</i>

Contributed by

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