

Keep your English
up to date 4

Teacher's pack

Lesson plan and student worksheets with answers

Be like



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Lesson Plan: Teacher's notes

Be like

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1. Level, topic, language, aims, materials
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Level: Intermediate and above

Topic: The word 'like'

Aims: Listening skills – A short talk
Language – 'be like' and reported speech

Materials: Worksheet 1 – Introductory speaking and vocabulary exercises,
Listening section 1
Worksheet 2 – Listening section 2
Worksheet 3 – Extra work: Vocabulary, language and discussion
Audio script – Available in teacher's notes
Recording of the talk – Available online at bbclearningenglish.com

This plan was downloaded from:

bbclearningenglish.com/radio/specials/1720_uptodate4/page13.shtml

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LESSON STAGES

A

Explain to the students that they are going to listen to a talk by Gavin Dudeney, an expert on the English language, and that the talk is about the way English is changing. This particular talk is about the expression 'be like'.

B

Hand out **Student Worksheet 1**. Students do **Speaking, Exercise 1** in small groups or pairs.

C

Students do **Vocabulary, Exercise 2** - without dictionaries at first.
Practise the pronunciation of the vocabulary, as they will hear it in the talk.

D

Students read **Listening: Section 1, Exercise 3** and then listen to Section 1 of the talk.
They answer question 'a'.

Students listen again and do **Listening: Section 1, Exercise 4**.

E

Hand out **Student Worksheet 2**

Students read **Listening: Section 2, Exercise 5** and then listen to Section 2 of the talk.
They answer question 'a'.

F

Students try to answer **Listening: Section 2, Exercise 6**. They listen again to Section 2 to check/complete their answers.

G

If you wish to do some extra work with the class, hand out **Student Worksheet 3**

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 reported speech.

The final speaking activity is designed for students to use reported speech to report a simple interview.

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AUDIO SCRIPTS

Listening Section 1

So I was talking to a friend the other day about this series, and he was like, ‘Why are you doing that?’, and I was like ‘Actually, it’s quite fun’ and he was like ‘No way!’ and I was like ‘Way!’...

I expect you’ve got the idea now.

When recounting a story, or an encounter with someone else, it’s now quite common to hear the speaker introducing each piece of reported speech with the word ‘like’. It’s used as a kind of hedge or paraphrase (when we’re not really sure of the exact words originally used) and is usually accompanied by some fairly sophisticated paralinguistic features to recreate the original conversation, complete with facial gestures, arm movements, etc.

Listening Section 2

This use of ‘like’ came from ‘Valspeak’ originally, the sociolect common to the San Fernando Valley area of California. Valspeak has been responsible for many additions to our language, including the famous ‘duh!’ which we also look at in this series. ‘Like’ has largely replaced other similar devices such as ‘go’ (so he went ‘Where are you off to?’ and I went ‘Just down to the shop for some milk’) and ‘be all’ (I was all ‘Why isn’t anyone working?’ and Sue was all ‘It’s lunchtime, John... calm down!’).

Today it’s not confined to California, or even the USA, but is becoming more common in British English too. Anyway, I’m like so tired after all that writing that I think I’ll have to go and have a lie down.

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ANSWER KEY

VOCABULARY

Exercise 2

- | | |
|-----------------------------------|--|
| a. to recount a story | to say or describe what happened |
| b. an encounter | a time when you meet someone or something |
| c. to paraphrase something | a to say the same thing, but in different words |
| d. paralinguistic features | ways of communicating without words, by using hand signals, for example |
| e. facial gestures | expressions that you make, like a smile or a frown, to communicate feelings |
| f. sociolect | a version of a language that is associated with a particular social group e.g. slang and teenagers |

LISTENING: SECTION 1

Exercise 3

- a. ii.** To introduce what someone else said earlier

Exercise 4

- a.** False – ‘it’s now quite common to hear the speaker introducing each piece of reported speech with the word ‘like’.’
- b.** True – ‘when we’re not really sure of the exact words originally used’
- c.** True – ‘[it]is usually accompanied by some fairly sophisticated paralinguistic features’

LISTENING: SECTION 2

Exercise 5

- a.** to go (he goes...) and to be all (she was all...)

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Exercise 6

- a. True – ‘This use of ‘like’ came from ‘Valspeak’ originally, the sociolect common to the San Fernando Valley area of California’
- b. False – ‘Valspeak has been responsible for many additions to our language, including the famous ‘duh!’’
- c. True – ‘Today it’s not confined to California, or even the USA, but is becoming more common in British English too.’

EXTRA WORK

VOCABULARY

Exercise 7

- a. sophisticated
- b. to be off to
- c. confined

LANGUAGE

Exercise 8

- a. She said that she wanted to go to the cinema.
- b. She said that the day before she had been shopping and had bought some new shoes, and then she had been to a lovely restaurant where she had eaten Chinese food.
- c. I told them that I hadn’t eaten sushi before, so I didn’t know if I would like it.
- d. He told me that he was going to visit his friends tomorrow, so he would call me after that.
- e. She said that I hadn’t called her for two weeks so she wouldn’t meet me the following day.
- f. I told her that I had been there yesterday so I didn’t want to go there again that day.
- g. We told him that we couldn’t believe that he hadn’t brought the map.
- h. They told me that they couldn’t pay me that day because they didn’t have any money.

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WORKSHEET 1

SPEAKING

1. Discuss these questions with your partner.

- a. Compare with your partner
- What food do you really like?
 - What music do you really like?
 - What sports do you like?
- b. Describe a member of your family and/or a good friend to your partner.
- What does he or she look like?
- What kind of things does he or she like doing?
- What is his or her personality like?
- Why do you like this person?
- c. What would you like to be or do in the future?
- d. What countries would you like to visit?

VOCABULARY

2. Match these words and phrases to their definitions.

- | | |
|-----------------------------------|--|
| a. to recount a story | a version of a language that is associated with a particular social group e.g. slang and teenagers |
| b. an encounter | to say the same thing, but in different words |
| c. to paraphrase something | to say or describe what happened |
| d. paralinguistic features | expressions that you make, like a smile or a frown, to communicate feelings |
| e. facial gestures | a time when you meet someone or something |
| f. sociolect | ways of communicating without words, by using hand signals, for example |

LISTENING SECTION 1

- 3. Now, listen to Gavin Dudeney talking about a new use of the phrase ‘be like’ in English and answer these questions.**
- a.** When do we use the phrase ‘be like’?
 - i.** To give our opinion of what someone else said earlier
 - ii.** To introduce what someone else said earlier
 - iii.** To describe our feelings at a point in a story
- 4. Listen to Section 1 again and decide if the following statements are true or false, according to Gavin Dudeney.**
- a.** It is still fairly unusual to hear people using ‘be like’ in this way.
 - b.** We use ‘be like’ when we are not certain of the particular words used by the original speaker.
 - c.** Physical body language is important when we use ‘be like’ in this way.

WORKSHEET 2

LISTENING SECTION 2

- 5. Listen to Section 2 of the talk and answer these questions.**
- a. Which two other expressions are used in a similar way to 'be like'?
- 6. Listen again to Section 2. Are the following sentences true or false?**
- a. This use of 'be like' originated in the United States of America.
- b. This is the only new expression that has come from this particular part of the country.
- c. This use of 'be like' has spread to other parts of the world.

WORKSHEET 3 - EXTRA WORK

VOCABULARY

7. Find the phrases in the text that have the following meanings.
- not simple
 - to be going somewhere
 - limited or restricted

LANGUAGE

8. When we use ‘be like’ we usually introduce a direct quotation; we try to sound the same as the person who originally spoke. He was like “What do you want?”. And I was like “Nothing. Why?”.

We can report what someone said in a more formal way, by using indirect speech. When we do this we usually have to make changes to the grammar. Look at the grammar rules below and try to change the direct speech into indirect speech.

- Change present simple to the past simple (*he is* becomes *he was*)
- Change present perfect and past simple to the past perfect (*he has done* becomes *he had done*, *he did* becomes *he had done*)
- Change present continuous to past continuous (*He is doing* becomes *he was doing*)
- Change *can* to *could*, *will* to *would*
- You may need to change time references (*today* becomes *that day*, *tomorrow* becomes *the following day*, *yesterday* becomes *the day before*)
- You may need to change personal pronouns (*I* may become *he*)

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- a. She was like “I want to go to the cinema.”
She said that she....
- b. She was like “Yesterday I went shopping and bought some new shoes, and then I went to a lovely restaurant where I ate Chinese food.”
She said that...
- c. I was like “I haven’t eaten sushi before so I don’t know if I will like it.”
I told them that...
- d. He was like “I’m going to visit my friends tomorrow, so I will call you after that.”
He told me that ...
- e. She was like “You haven’t called me for two weeks, so I won’t meet you tomorrow.”
She said that...
- f. I was like “I went there yesterday so I don’t want to go there again today.”
I told her that...
- g. We were like “We can’t believe that you haven’t brought the map.”
We told him that...
- h. They were like “We can’t pay you today because we don’t have any money.”
They told me that...

Speaking: interview and report

- 9. Interview your partner about their free time activities and interests. How do they often/sometimes/occasionally spend their time? Why do they like the things they do in their free time?**

Also, interview your partner about their last holiday. Where did they go? What did they do?

Take notes. Then report what your partner said to another student. Remember to use reported speech. Was their partner similar to yours in any way?