
Texting is killing language. JK!!

[listening test questions]

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Time: (13:48)

Level: **** [B1/B2]

TED TALKS Link: http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk

Check these words before listening:

Key vocabulary

1. A scourge
2. Literacy
3. Miraculous
4. Complexity
5. An artifice
6. Conscious
7. Casual speech / formal speech
8. Unmonitored
9. Telepathic
10. Reflective
11. Bleed between two things (metaphoric)
12. A typewriter
13. Shorthand (a type of writing)
14. Punctuation
15. A bagginess of structure
16. Emergent
17. Subtle
18. Theatrically
19. A substrate
20. Pragmatic
21. Empathy
22. Dissertation
23. Sophisticated
24. TV programmes 'I Love Lucy' / Downton Abbey / The Wire
25. Cognitive
26. Bidialectal
27. Bilingual
28. A repertoire

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Student

TED Talks Test Questions

Time: *Approximately 1- 1:30 hours*

1. Read the title

- Try to predict the content of lecture
- Write down key terms / ideas
- Check key vocabulary using a dictionary

Try to listen ONLY two times

Three types of lesson

Lesson#1: [hard]

1. Listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different **colour** pen).
4. Answer questions – set 20-25 minutes to answer.
5. Check answers
6. Listen again to check answers

Lesson #2: [medium]

1. Listen once – take notes.
2. Answer questions: 10-15 minutes
3. Listen again – answer the questions as they listen
4. Give yourself 10 minutes to tidy answers. Then check answers
5. Listen again to check answers

Lesson #3: [easier]

1. Read questions – highlight key terms
2. listen once and answer questions
3. 5 minutes to tidy notes
4. Listen again answer missed question
5. 5-10 minutes to tidy answers. Then check answers
6. Listen again to check answers

Teacher

TED Talks comprehension questions

Lesson Plan

Aim: to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test type questions.

Lesson Time: Approximately 1:30-2:00 hours

Lesson Plan

1. Lead in

- Ask Students to discuss the 'title' and predict the content of lecture
- Ask students to write down key terms / language from discussion
- Feed in / check key vocabulary

Three types of lesson

Lesson#1: [hard]

1. Students listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
4. Give out questions – set 20-25 minutes to answer.
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]

1. Students listen once – take notes.
2. Give out questions: Set 15 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]

1. Give out questions - students have 10 minutes to look at questions
2. Students listen and answer questions
3. Give 5 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5-10 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)

Texting is killing language. JK!!

TED TALK: John McWhorter [Feb 2013. 13:48]

1. True / False/ Not Given [T/F/NG]

The speaker states...

T/ F / NG

i. Most people think texting is bad English	
ii. Texting is mainly associated with the youth	
iii. Texting is making people become illiterate	
iv. Texting is not complex	
v. Texting is now considered by academics to not be writing at all	

___ / 5

2. Key facts

What are these dates?

150,000 years ago	i. <i>Language existed</i>
80,000 years ago	ii.
24 hours	iii.
11:07	iv.

___ / 3

3. Understanding Examples

What's the reason for the Edward Gibbons example?

___ / 1

4. Summary - [fill in the gaps- first letter given]

Casual speech

Casual speech is different. Linguists have shown that people talk in word i. **p**_____ of between ii. _____ [number] to iii. _____ [number] words. Speech is looser, it's iv. **t**_____ and much less v. **r**_____ than writing. Naturally, we tend to think that language is written, but actually language is vi. **s**_____.

___ / 6

5. Word completion

History – in the past speaking.

i.	In the past speech, when people gave a speech it was like _____
ii.	It was usually _____
iii.	And contained _____

___ / 3

6. Multiple choice

In the past, why was write like speaking difficult? [choose only one]

a	Materials were not appropriate
b	Manual type writers were too slow
c	No one to accept the message speedily
d	All the above

___ / 1

According to the speaker, texting... [choose only one]

a	Has no grammar
b	Has no punctuation
c	Has no structure
d	All the above

___ / 1

According to the speaker, texting is... [choose only one]

a	Fingered talk
b	Fingered speaking
c	Fingered speech
d	All the above

___ / 1

People think texting represents some sort of decline because of... [choose only one]

a	Loose structural properties in writing
b	Specific rules to texting
c	Lack of correct spelling
d	All the above

___ / 1

7. Example: LOL

LOL used to mean	i.
LOL is now being used	ii.
the linguistic term	iii.

___ / 3

8.Example: Slash (/)

Slash used to mean	i.
Slash is now being used as	ii.
Linguistic term	iii.

___ / 3

9. Open answer

What's the point of examples from history (1956 / 1917 / 1871 / 63AD)?

___ / 1

10. Summary – put these key words into the correct place

1. balancing , 2. bidialectal, 3. dialects, 4. linguistic, 5. cognitively, 6. language

So texting is a whole new way of writing that young people are developing. Increasing evidence is that being bilingual is i. _____ beneficial. That's also true of being ii. _____, which is proficient in or using two iii. _____ of the same language. So texting is a iv. _____ act of one way of writing converging with one way of speaking at the same time. It can be described as unconscious expansion of a v. _____ repertoire. Many of us have no idea that a whole new vi. _____ is being developed when we see young people constantly engaged in their smart phones

___ / 6

11. Conclusion

What does he want to do in 2033?

___ / 1

Overall Score: ___ / 36

Texting is killing language. JK!! **ANSWERS**

1. True / False/ Not Given [T/F/NG]

The speaker states...

T/ F / NG

i. Most people think texting is bad English [we always hear texting is scourge]	T
ii. Texting is mainly associated with the youth [among young adults]	T
iii. Texting is making people become illiterate [people think it creates a decline in literacy]	NG
iv. Texting is not complex [a kind of emergent complexity]	F
v. Texting is now considered by academics to not be writing at all	NG

___ / 5

2. Key facts

What are these dates?

150,000 years ago	i. <i>Language existed</i>
80,000 years ago	ii. speech arose
24 hours	iii. humanity existence on a clock
11:07	iv. writing came along

___ / 3

3. Understanding Examples

What's the reason for the Edward Gibbons example?

To show nobody talks this way – especially casually

___ / 1

4. Summary - [fill in the gaps- first letter given]

Casual speech

Casual speech is different. Linguists have shown that people talk in word i. **packets** of between ii. **seven** to iii. **ten** words. Speech is looser, it's iv. **telepathic** and much less v. **reflective** than writing. Naturally, we tend to think that language is written, but actually language is vi. **speech**.

___ / 6

5. Word completion

History – in the past speaking.

i.	In the past speech, when people gave a speech it was like <u>writing</u>
ii.	It was usually <u>formal</u>
iii.	And contained <u>long sentences</u>

___ / 3

6. Multiple choice

In the past, why was write like speaking difficult? [choose only one]

a	Materials were not appropriate [don't lend themselves to it]
b	Manual type writers were too slow [difficult and can't keep up with pace]
c	No one to accept the message speedily [to receive message quickly]
d	All the above

___ / 1

According to the speaker, texting... [choose only one]

a	Has no grammar [Nor Given]
b	Has no punctuation
c	Has no structure [yes but loose structure]
d	All the above

___ / 1

According to the speaker, texting is... [choose only one]

a	Fingered talk
b	Fingered speaking
c	Fingered speech
d	All the above

___ / 1

People think texting represents some sort of decline because of... [choose only one]

a	Loose structural properties in writing [The bagginess of the structure]
b	Specific rules to texting [no rules]
c	Lack of correct spelling [not given]
d	All the above

___ / 1

7. Example: LOL

LOL used to mean	i. laughing out loud
LOL is now being used	ii. as empathy
the linguistic term	iii. pragmatic particles

___ / 3

8.Example: Slash (/)

Slash used to mean	i. and / also
Slash is now being used as	ii. a change in topic
Linguistic term	iii. a new information marker

___ / 3

9. Open answer

What's the point of examples from history (1956 / 1917 / 1871 / 63AD)?

That people have been worrying about the decline of language for centuries and it's been ok

___ / 1

10. Summary – put these key words into the correct place

1.balancing , 2. bidialectal, 3.dialects, 4.linguistic, 5.cognitively, 6.language

So texting is a whole new way of writing that young people are developing. Increasing evidence is that being bilingual is i. **cognitively [5]** beneficial. That's also true of being ii. **bidialectal [2]**, which is proficient in or using two iii. **dialects [3]** of the same language. So texting is a iv. **balancing [1]** act of one way of writing converging with one way of speaking at the same time. It can be described as unconscious expansion of a v. **linguistic [4]** repertoire. Many of us have no idea that a whole new vi. **language [6]** is being developed when we see young people constantly engaged in their smart phones

___ / 6

11. Conclusion

What does he want to do in 2033?

to show some texts to 16 year girls to see how language has developed since our times. Send them back to here and now and examine the linguistic miracle happening.
[anything around this idea]

___ / 1

Overall Score: ___ / 36