

### 1. Going viral

This week's lesson is about the phenomenon of internet videos that become enormously popular and are seen by a huge number of people around the world in a short space of time. A current example is the video for *Gangnam Style*, a song by a South Korean rapper known as Psy.

#### Level

Upper intermediate and above (equivalent to CEF level B2 and above)

#### How to use the lesson

1. Introduce the concept of viral videos and ask your students if they can think of any recent examples. If they can, ask them what they think explains the popularity of the videos in question. Do they have any personal favourites? Have any of them seen the pop video *Gangnam Style*?

(**WARNING:** as with many modern pop music videos, parts of the *Gangnam Style* video could be deemed inappropriate for younger students or for students from certain cultural backgrounds. You should therefore watch the video yourself, to assess its suitability, before either showing it in class or suggesting that students watch it elsewhere. See the YouTube link below.)

2. Give your students sufficient time to read through Worksheet A, encouraging them to look up new vocabulary. Note, however, that many of the words that might be new are not in the glossary because they form part of Exercise 1.

3. Give each student a copy of Worksheet B, then divide the class into pairs and ask students to work together to do Exercise 1, in which they have to find the words to match the definitions.

4. Check answers in open class.

5. Ask the students to turn over their copies of Worksheet A or to give them back to you temporarily. Then, keeping the students in their pairs, hand out Worksheet C and ask them to move on to Exercise 2, in which one word has been omitted from each line of the text. With no indication of what the words were, or any gaps to show exactly where they have been taken from, how many of the words can the students remember? This is not a test of memory alone, however: the students should be able to draw on their grammatical and lexical knowledge, and you should also point out that both the glossary and the students' correct answers to Exercise 1, on Worksheet B, should be of some use. Award a point for each missing word that is correctly remembered. (You could perhaps award half a point if the students come up with a word that fits the sentence but is not actually the original word.)

6. Check answers in open class.

**Answers:**

**Exercise 1**

1. release 2. spontaneously 3. latter 4. catchy 5. enormous 6. feature  
7. scene 8. lyrics 9. parody 10. additional

**Exercise 2**

1. Korean 2. say 3. on 4. networks 5. space 6. year 7. times 8. by  
9. go 10. their 11. animals 12. in 13. think 14. of 15. language 16. majority  
17. are 18. Despite 19. star 20. videos 21. have 22. consist 23. song

**2. Related websites**

Send your students to these websites, or just take a look yourself.

<http://www.youtube.com/watch?v=9bZkp7q19f0>

The original video of *Gangnam Style* on YouTube. Accessible to all levels, but may not be appropriate for all audiences.

<http://www.pbs.org/hiddenkorea/culture.htm>

All about Korean culture from the US Public Broadcasting Service's website. Food, religion, history and geography links. Challenging for Upper intermediate level.

<http://travel.nationalgeographic.com/travel/countries/south-korea-photos/>

Photos of South Korea from the *National Geographic* website. Accessible to all levels.