

CEFR  
A2.1

## TEACHER GUIDE 4

## Social Networking!

This guide was created for high school teachers who are part of the District Education Office. You will find activities to implement in and out the classroom with your students. This guide consists of six sections as well as the **Student Unit**:

**LET the ADVENTURE Begin!** Opening activity that familiarizes the student with the topic to work on.

**Let's Get READY** Preparation activity in which mainly vocabulary related to the topic is introduced.


**HANDS On 1** First practice exercises in which the student performs guided mechanical production activities based on the two previous steps. In this section, the necessary structure for the production processes is generally worked on.

**HANDS On 2** Second practice exercises in which the student integrates the process carried out with the vocabulary and structures to generate longer communicative productions, generally oriented towards oral and written textual production.

**Let's CHECK!** Consolidation task in which the student uses the information learned during the object to generate products based on their context and experience.

**My LEARNING Progress** Formative assessment in which students review how much they have learnt and can apply.

Each section in this guide is explained through four simple icons that allow you to make pedagogical and effective use of the material developed by the student in **the Learning Object**:

 **1. Activity Procedure:** this icon indicates the description of the steps for the development of the task in the Student Learning Object. When you see it, you will have an idea of what the student is required to do in the activity.



**2. Length:** indicates the estimated time to carry out the activity or activities within each of the sections.










**3. Extra Activity:** when you see this icon, you can find didactic suggestions to complement the dynamics of this exercise.



**4. Tips:** this icon presents procedural suggestions to complete or extend the procedure of the previous activities.



**5. Critical thinking:** when you see this icon, you can find questions and statements to promote reflection, evaluation and socialization of students in class.

| FOCUS   |   |   | SKILL   |   |   |   |
|---|---|---|---|---|---|---|
| Grammar   | Vocabulary  | Functions   | Reading   | Listening   | Speaking  | Writing   |
|  |  |  |  |  |  |  |

This material has many practical, simple and easy-to-use tools that seek to help you in your daily work. We encourage you to use this useful resource.

Suggested Curriculum  
Module 4  
Grade 7<sup>th</sup>  
Globalization

FOCUS



SKILLS



Learning Object 4 allows the consolidation of students' learning performance indicators for Module 4, 7th Grade, of the English Suggested Curriculum, as shown below.

Performance indicators:

1. Takes note of words and expressions related to the use of social networks.
2. Recognizes expression related to social media and its benefits.
3. Produces written texts and provides information about social networks.

NOTE: this Learning Object can be used at the end of the academic term to wrap up the conversation about globalization. We recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or DBA.)

### OBJECTIVE(S):

Hello! At the end of this lesson you will be able to identify and categorize different ways to use social networks, what you can do to benefit from them, and create your own plan for a social network.

**LET'S GET STARTED!**

### IN THIS SESSION YOU WILL LEARN:

Words about social networks: *can/can't, functions, search, media, network, features.*

How to express *possibilities and functionalities with "can."*

How to discuss *impossibilities with "can't."*

### Basic Learning Rights (BLR): Seventh Grade

1. Describes people, activities, events and personal experiences.
2. Writes short and simple texts about familiar actions, experiences, and plans.

LOTS /  
HOTS

Remember

Understand

Apply

AnalyzeEvaluate

Create



LET the ADVENTURE Begin!



**Activity Procedure:** students will familiarize with a broad list of different social networking sites. They must categorize them based on their usage from 1 to 9 (1 = Favorite and 9 = least favorite.) If you want to expand the thematic or the activities according to the population, read **Module 4, 7th grade** of the Suggested English Curriculum.



**Lenght:**  
15t minutes.

**A. Activity 1:** students look at the logos of different social media outlets and classify such social networks based on their functionality (discussion forum, media sharing, social interaction, work networks, news) writing the category under the space given below each logo.



**Activity 1:** Look at this list of categories. Under which category do you classify each social network? Write the category in the space below each logo.

a. Discussion forum

c. Social interaction

e. News

b. Media sharing

d. Work networks

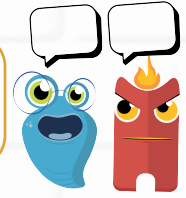
**B. Activity 2:** in this activity students are required to rank the social networks shown in the previous exercise from 1 to 9 according to how frequently they use them. (1 being their favorite and 9 the least favorite.)



**Activity 2:** Which of these networks do you use more frequently? Rank them according to your preference from 1 - 9 (being 1 your favorite, and 9 your least favorite)



**Extra Activity:** if this is a face-to-face class, ask students to talk and write down a list of positive aspects of social media.



**Critical Thinking:** this activity can be carried out in face-to-face and virtual settings. Ask students to say the positive aspects about social media. Then, based on all the positive aspects they mention, ask them if they consider it easy to get addicted to social media and why?



Let's Get **READY**



**Activity Procedure:** students will learn about different ways social media can be used to their benefit. They talk about famous internet personalities and the possible reasons why they are famous. Students read and listen to a magazine interview of a famous personality telling his ideas about the Internet and the impact of social media platforms.



**Length:**  
20 minutes.

**C. Activity 3:** students are required to read the Language Box provided in the activity and must complete the spaces in the boxes.

**Activity 3:** Complete the following sentences with the words from the box:



WORD BOX

can/can't, functions, search, media, network, feature. ★

1. On Facebook I \_\_\_\_\_ see pictures and messages from my friends.

2. Instagram is a very interesting social \_\_\_\_\_.

3. On google I can \_\_\_\_\_ for a lot of information.

4. On twitter I \_\_\_\_\_ publish messages of 500 words.

5. My favorite social network has many \_\_\_\_\_.  
I can send messages, I can search for information, I can connect with people, and much more!

6. My favorite special \_\_\_\_\_ of Photogram are the filters for the photos.

**D. Activity 4:** students are enquired about what famous Youtuber they know and the reasons behind their success. Students discuss with their friends or family and then write about a famous Youtuber of their choice and the reason he/she is famous.



**Activity 4:** Do you know any famous YouTubers? What makes them famous? Socialize with people around you (your family, your partners, your teacher). Write the name of one famous YouTuber, and answer why that person is famous. Look at the model for you to write a similar sentence.

FAMOUS YOUTUBER NAME:

WHY IS THAT PERSON FAMOUS?

Ninja

He is a professional video game player.





Your example:

**E. Activity 5:** Youtuber popularity grows every day and for the next activity students are encouraged to think of the things they would ask a Youtuber. Students write this information in the chart provided in the activity.



**Activity 5:** YouTubers are more and more famous every day. We are going to read an interview with one of them. Before we listen, complete the following graphic organizer. You will answer what you Know and what you want to know about the phenomenon of YouTubers.

| What I KNOW  | What I WANT to know  |
|--|--|
| <p>Example: I know they make money.</p>  | <p>Example: I want to know how to post Youtube videos.</p>  |

**F. Activity 6:** students read and listen to an interview to a famous youtuber who gives personal details and talks about his success and why he prefers social media over traditional media. While reading and listening, students will check the functions of social networks the Youtuber mentions. (<https://sites.google.com/view/social-networking-gl/home>)

**Activity 6:** Read the interview and listen to the audio [on this website. https://sites.google.com/view/social-networkinggl/home](https://sites.google.com/view/social-networkinggl/home) While you are reading, check ✓ the functions of social networks that M.T. Pockets mentions.



**G. Activity 7:** after reading and listening to the Youtuber, students are now required to answer the questions provided in the exercise. Students select the option, from the ones given, that answers the question correctly.





**Activity 7:** Based on the information in the text, answer the following questions:

a. What **can** M.T. Pockets do on YouTube?

i. He **can** show videos.    ii. He **can** travel.    iii. He **can** use social networks.

b. What **can** M.T. Pockets do on Instagram?

i. He **can** find a job.    ii. He **can** share nature photos    iii. He **can** make long videos.

c. What is one thing he **can't** do on Instagram? \_\_\_\_\_

**H. Activity 8:** students are required to go back to what they wrote in Activity 5 to compare and think about what they have learned from the Youtuber's interview; then, students write about their new insights in the space provided to the activity.



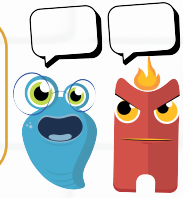
**Activity 8:** Check what you wrote in "What I want to know" in Activity 5. What new information did you get from the interview? Complete the box with that information.

**WHAT I LEARNED**

*From the interview I learned ...*



**Extra Activity:** to expand on the extra activity from the previous section, you can ask students to write a list of negative aspects of social media and talk about it.



**Tip:** you can conduct this activity as a round table. Providing each student with opportunities to participate and share the negative habits he/she can think of. Encourage students to participate actively during the session. In case the class has a large number of students, you can have more than one round table activity at the same time.

**Critical Thinking:** discuss with students if they or someone they know have experienced any of the negative effects of social media they have listed. Ask students if they think being a victim of a situation like that can affect the way they use and interact with social media. Why? Why not?



## HANDS ON!



**Activity Procedure:** students continue the interaction with the guest youtuber. This time, he will be sharing with students his proposal for a new social network. After reading about the Youtuber's social network proposal, students will complete a chart contrasting their thoughts about it. To wrap up this section, students are now encouraged to reflect and then write the benefits social media bring to their lives in a personal way.



**Length:**  
25 minutes.

**I. Activity 9:** students are asked to read about Suteki, an idea for a new social networking site the Youtuber wants to share with the students. They are in charge of reading the proposal and then complete the spaces in the text with the correct option from the ones provided in the parentheses in each space.



**Activity 9:** Complete the spaces with the correct option from the parentheses in each space. Analyze the language box for reference.

### A social network for nature photographers: SUTEKI



Suteki is the name of my social network. I decided to create it because I felt that it is difficult to find a good social network to share beautiful photographs of nature.

In my social network people 1.(can share / can shares) \_\_\_\_\_ photos they take when they visit natural places.

You can find different categories on my website, so the photos are organized according to the content of the photo. For example, in the section about "birds", you 2.(cannot / cannot) \_\_\_\_\_ share photos of flowers.

In the last two weeks, I started to see people go to the discussion sections, and they want to organize an expedition to Colombia. A Colombian photographer said that the biodiversity in that country is incredible. You can take photos of thousands of different types of animals there. It's incredible.

Suteki is a platform where they 3.(can creates / can create) \_\_\_\_\_ photo albums.

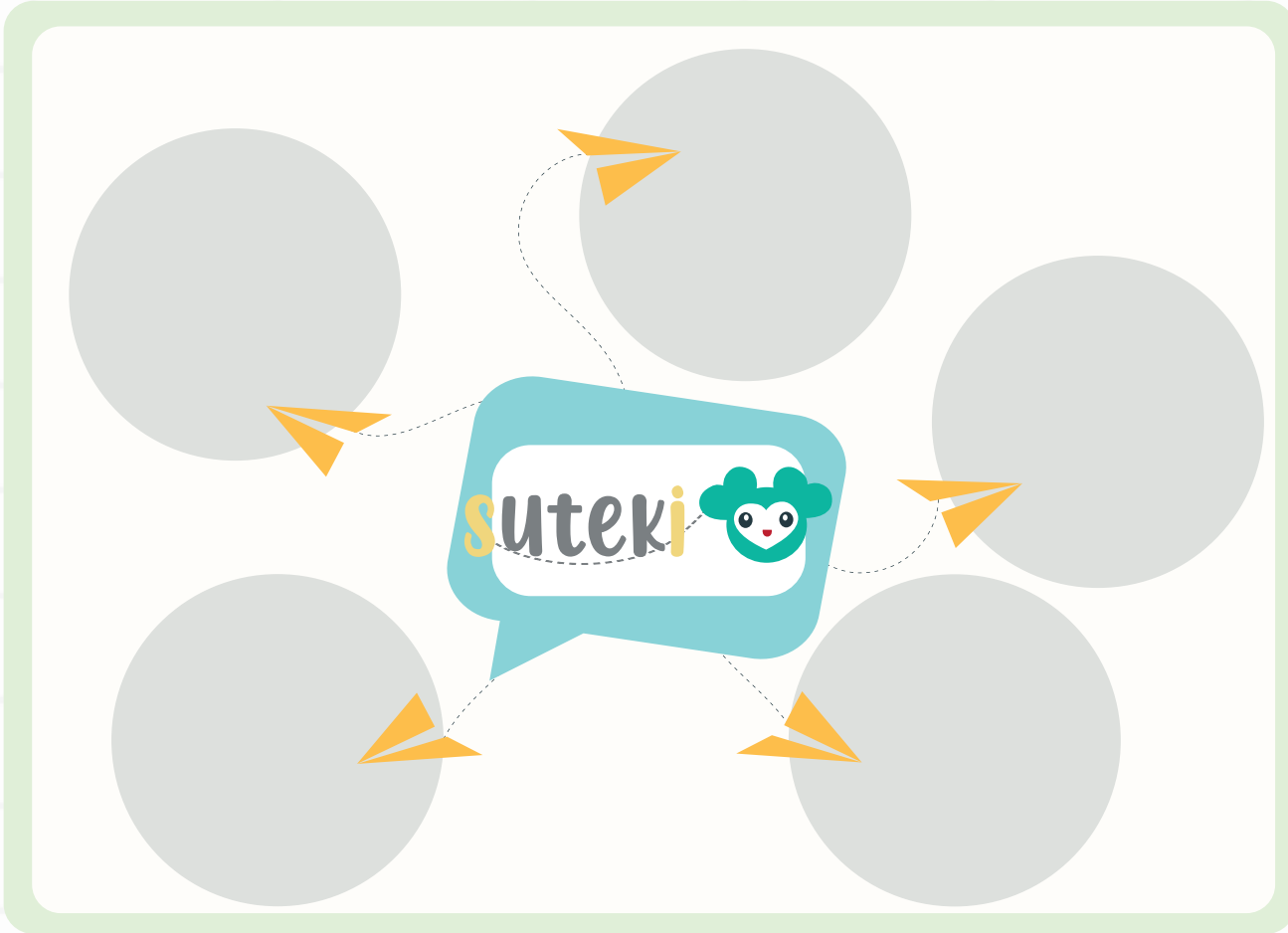
In their own photos, they can give labels to their own photos, and when people open the site, they 4.(can search / can searches) \_\_\_\_\_ for those labels. For example, they can write "Colombian birds" and Suteki finds all the photos of those birds with the name of each photographer.

I love photography. Join Suteki and you will love it too!

**J. Activity 10:** having in mind the information provided in the previous activity, students complete a graphic organizer with information from the text. Students must analyze and give their opinions in the space provided.



**Activity 10:** It's time to analyze "Suteki". Complete the following graphic organizer with your opinions of this new social network.



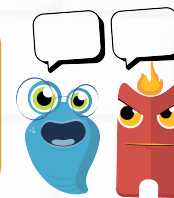
**K. Activity 11:** students are enquired about the benefit they get from social networks, write some sentences about and socialize their thoughts with the whole group.



**Activity 11:** Critical Thinking: How do you benefit from social networks? Write 1 or 2 lines about it and share your ideas with your family or your class.



**Extra Activity:** first ask the class to decide on the best social network they know; then, have students discuss and write the reasons for their choice. After that, have the class socialize the apps they selected and the reasons why. Write them down on the board.



**Tip:** this might be a great opportunity to have students contrasting positive and negative aspects of social media in order to select the best social network. You can run a simple poll with the class, asking students to raise their hands to select the best one.

**Critical Thinking:** ask students to discuss what the positive and negative aspects the Youtuber's networking site might have. Would they join a site like that? Why? Why not?



## HANDS ON 2



**Activity Procedure:** start by asking students to be imaginative and create their proposal for a social network. Students think about the name for their site, the logo, functionalities, etc. Then they are asked to describe the details of their site in a short text, telling what they can and can't do on it. To wrap-up the section, students are encouraged to create a video or a presentation on their proposal for a social network to later socialize it with the whole class.



**Length:**  
30 minutes.

**L. Activity 12:** students will describe their proposal for a social network. They give it a name and write down its features using Can and Can't. Students must use the information and structures from the previous exercises to guide their process.

**Activity 12:** Write a text in which you describe your social network. Give it a name and describe its features using Can and Can't. Use the information and structures from previous exercises to guide your process.



Name of the social network:

Logo:

What is it about?

What can users do on it?

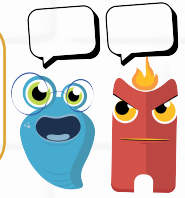
Features it offers:

**M. Activity 13:** now students are required to prepare a presentation or create a video where they will pitch in their proposal for a new social networking site. Encourage students to socialize their products when possible.



**Activity 13:** Make a video or prepare a presentation in which you present your social network. Include the elements you wrote in activity 12.

**Extra Activity:** one of the most common problems on social media is people lying and spreading false information. Ask the class to discuss what could be done to avoid falling victim of such practices.



**Tip:** You can take students to the computers' lab to research how to prevent fake news and scams.

**Critical Thinking:** ask students to discuss why people might have the need to lie on social media and what age group is more likely to lie about their lives, why?



Let's **CHECK!**



**Activity Procedure:** after being introduced to some positive uses of social networks, students are now required to reflect for a moment and consider the usage we can give to some networking sites and the possible benefit we receive from it.



**Length:**  
20 minutes.

**N. Activity 14:** in this activity students are required to make a comparison between social networking sites of their preference. Students write down two things they can do and two things they cannot do on them. Also, students write some of the possible benefits users of the platform might get.

Activity 14: choose two social networks, and for each, describe two things you can do, and two things you cannot do. Finally, write a possible benefit of using those social networks.



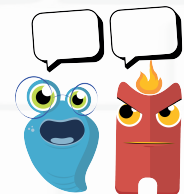
| Social Network | Can do | Cannot do | Benefits |
|----------------|--------|-----------|----------|
| 1.             |        |           |          |
|                |        |           |          |
| 2.             |        |           |          |
|                |        |           |          |

**O. Activity 15**: for this activity students will use the answers from the previous activity to create a short video highlighting the benefits people in their life might get from social media use (e.g. Immediate family members, other relatives, friends, classmates, etc.)



Activity 15 choose two social networks, and for each, describe two things you can do, and two things you cannot do. Finally, write a possible benefit of using those social networks.

**Extra Activity**: have students think and write down some possible actions parents and directives might implement to avoid kids getting addicted to the use of social networks.



**Tip**: this exercise promotes task-based learning and interaction among students. For further information on this approach you can refer to the **Basic Learning Rights** and **Module 4, 7th grade of the Suggested English Curriculum**.



# My LEARNING Progress

In this final stage, explain to students that they have the possibility of evaluating themselves through a simple activity that accounts for the essential vocabulary and phrases worked on during the module. You can use this same table to ask different students for pertinent information and thus determine internalized elements and those that need reinforcement.

# My LEARNING Progress



Congratulations! This is the end of this adventure!  
 Now I know these words:  
*can/can't, features, search, media, network, functions.*

**Now I can:**

- Understand** words and expressions related to the use of social networks.
- Analyze** the potential benefits of social networks based on their features, and create an idea for one.
- Create** a text describing a social network, explaining functions, features and benefits of using it.



It's time to evaluate your progress. For each description, write a  Yes,  in progress, or  Not yet according to your own progress.

| Description  | Yes (90%-100%) | Almost there (80%-90%) | In progress (60%-80%) | Not yet (<60%) |
|--|----------------|------------------------|-----------------------|----------------|
| I can identify the words <i>can/can't, features, search, media, network, functions</i> , discussed in the vocabulary section and I understand them in context. |                |                        |                       |                |
| I can analyze the potential benefits of social networks based on their features, and create an idea for one.   |                |                        |                       |                |
| I can create a text describing a social network, explaining functions, features and benefits of using it.  |                |                        |                       |                |
| I can reflect on the impact of social networks in my life.   |                |                        |                       |                |



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