

CEFR  
B1.3

# TEACHER GUIDE 8

## Mobile Phones and Text Communications

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 11<sup>th</sup>  
Globalization

FOCUS



SKILLS



Learning Object 8 allows the consolidation of students' learning performance indicators for Module 4, 11th grade, of the English Suggested Curriculum, as shown below.

Performance indicators:

1. Recognizes expressions related to social networks, mass media, rules of etiquette, etc.
2. Proposes, orally and in writing, strategies that contribute to the respect for privacy when using technology.
3. Tolerates differences.

NOTE: This Learning Object can be used at the beginning of the academic term as an introduction to the topic of Sustainability and Environmental Practices. We recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or DBA.)

**LEARNING APPROACH:** Problem-Based Learning

### OBJECTIVE(S):

At the end of this lesson you will be able to recognize and analyze the use of online tools for work and study, and how social rules can be applied in cyberspace to make it work effectively.

**LET'S GET STARTED!**

### IN THIS SESSION YOU WILL LEARN:

Words about the use online tools and social rules on the internet: *Netiquette, Digital literacy, Bandwidth, Time management.*  
How to *analyze the use of online tools for work and study.*  
How to create argumentative essays discussing how *education has changed with the inclusion of online tools and platforms.*

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

1. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.
2. Expresses orally his/her point of view about a controversial subject previously studied.

LOTS /  
HOTS

Remember

Understand

Apply

Analyze

Evaluate

Create

LET the **ADVENTURE** Begin!



**Activity Procedure:** in this section, students will reflect upon the challenges they have faced in this ever-changing online interaction. If you want to expand thematic references or activities according to your class, review **Module 4, 11th grade** of the **Suggested Curriculum**.



**Length:**  
5 minutes.

**A. Activity 1:** students start the activity by reading the introduction of the topic and completing a chart. Students must think of three challenges humans will face to adapt to online interactions.



**Activity 1:** Given this context, and knowing that humans have not yet completely adapted to such a world, as we could experience in 2020, write three challenges you think humans will face to adapt to a world where everyone communicates online:

### Challenges of an online world

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**B. Activity 2:** students share their answers with their peers.



**Activity 2:** Compare your answers with a friend. Do you have the same challenges? Are they different?

**Extra Activity:** if in a face-to-face session, ask students to make groups to share their answers. If in a virtual class, use the board (Zoom, Meet, etc.), or a PowerPoint presentation to write some key points and share them with the students.



**Tip:** elicit as much vocabulary from students as you can by asking triggering questions you know they can handle. For example: *What difficult times did you have this year? Difficult times are synonyms to challenges.*

Let's Get **READY**



**Activity Procedure:** at the beginning of this section, students are introduced to a character who leads them along the activities. This character talks about the common challenges people face when dealing with online interactions.



**Length:**  
20 minutes.

**C. Activity 3:** students are required to visit [this website](https://sites.google.com/view/learning-in-an-online-world/vocabulary) and explore some important concepts to understand the rest of the lesson. Main vocabulary is introduced here and students will play the game until they win. Then, they must go back to the lesson and continue with the following activity. (<https://sites.google.com/view/learning-in-an-online-world/vocabulary>)

**Activity 3. Before reading:** Before we begin, let's explore some important concepts that will help you understand the rest of the lesson.

Go to this website (<https://sites.google.com/view/learning-in-an-online-world/vocabulary>) and play the vocabulary game until you win.

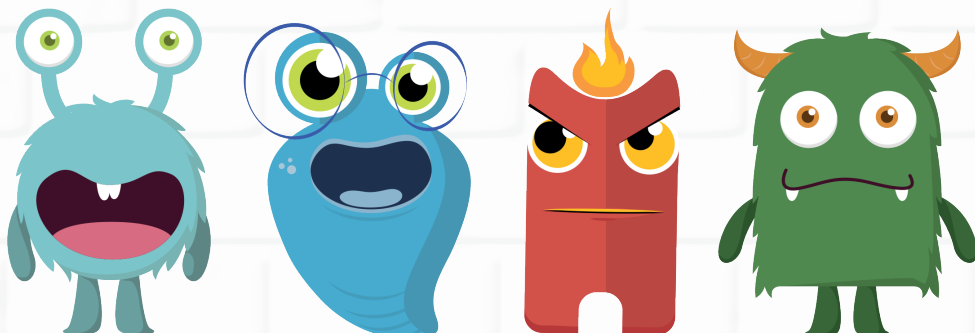


**D. Activity 4:** after playing the vocabulary game and getting familiar with it, students visit this website <https://sites.google.com/view/learning-in-an-online-world/home> and read the presentation about problems experienced during online interactions. Students must check the boxes according to their own experiences.

**Activity 4:** Here are the main issues we have found, read the presentation on this website. (<https://sites.google.com/view/learning-in-an-online-world/home>) While you read, check ✓ the boxes if you have experienced some of these problems.

- Digital literacy
- Technical problems
- Time management
- Motivation

**E. Activity 5:** when students read the presentation, they must answer: "What has been the most difficult aspect for you and what strategies have you implemented to face those difficulties?" in the provided space.



**Activity 5.** After reading: Based on the presentation, look at your own habits and experience with online learning. What has been the most difficult aspect for you, and what strategies have you implemented to face those difficulties?



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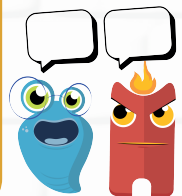
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**Extra Activity:** whether you are teaching this lesson virtually or face-to-face, harness the vocabulary game and play some charades with the class. If you are in a virtual environment, divide the class into boys and girls, otherwise make small groups for competition. Ask a student from one of the groups to choose one of the words they studied in the game and mimic it; the first group to guess the word gets a point.



**Tip:** to give a simple twist to the extra activity and foster speaking skills, you can change Charades for Jeopardy, where students must describe the word and based on it, the other teams guess the word.





# HANDS ON I



**Activity Procedure:** here, students deepen into their own life experience based on the topic. They can start creating original content using the problem-based approach.



**Length:**  
15 minutes.

**F. Activity 6:** in this activity students investigate the issues in the chart and choose the one they feel more identified with. Issues are: mobile phones, how to communicate, interconnectivity, devices and the Internet, intelligent cars, the future of education, and future jobs.



**Activity 6:** We need to investigate these issues and plan for a world in which so much of the interaction is online. Select one of the following general topics according to your own interests. Circle the one you choose. Then, in the box in front, write why you chose that topic.

- A. Mobile phones
- B. How we will communicate
- C. Interconnectivity
- D. Devices connected to Internet
- E. Intelligent cars
- F. The future of education
- G. Future jobs

**Why did you choose that topic?**

**G. Activity 7:** students are asked to expand their ideas on the topic they chose in the previous activity. They must complete the chart with two ideas they would like to know more about.



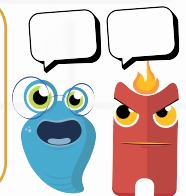
**Activity 7:** Considering the topic you have chosen, write two main points you would like to learn more about

Topic selected:

Point 1

Point 2

**Extra Activity:** whether this is a virtual or face-to-face session, you can run a survey to know which topics the class chooses the most. Ask them to raise their hand if they are interested in topic A, B, C, etc. and then discuss a little bit about the reasons why they found each topic attractive.



**Tip:** if you are teaching a virtual lesson, tell students to surf the web and find inspiration on the topic they selected in Activity 7, before writing their ideas. This allows them to open the possibilities when developing the *Let's Check* activities.

## HANDS on 2



**Activity Procedure:** this is the longest section of this Learning Object. Students will go into the creative process of writing based on the ideas they have gathered up to this point, plus the activities they will develop along this section. They have already identified an issue and will now expand on its knowledge to give it possible solutions. If you want to expand on the **Problem-Solving Approach**, please refer to the **Suggested Curriculum**.



**Length:**  
35 minutes.

**H. Activity 8:** in this activity, students visit the following link <https://sites.google.com/view/learning-in-an-online-world/structure-of-an-essay?authuser=0> and analyze how to make an outline for an argumentative essay. They see the example and get ready for Activity 9. If this is a face-to-face session, share the image with students.

**Activity 8:** Visit this website (<https://sites.google.com/view/learning-in-an-online-world/structure-of-an-essay?authuser=0>) and analyze how to make an outline for an argumentative essay.



**I. Activity 9:** for this exercise, students use the sample from Activity 8 and proceed to create an outline for an essay. The topic of the essay is connected to the topics proposed and selected on activities 4 and 6.



**Activity 9:** Using the same structure, create an outline for your own essay. The topic of your essay should be connected to the topics in activities 4 and 6.

●	My	Main idea:		
	Topic sentence	Topic sentence		
	Supporting detail	Supporting detail	Supporting detail	Supporting detail
●				
●				

**J. Activity 10:** after students have written the outline of their essay and have a clear path for their paper, they will connect the ideas to transform them into paragraphs. There is a chart that will guide them in the process by telling them what to include and where to include it. They can use the Internet, dictionaries and, if they are in class, you can help them to complete the chart. The sample in Activity 8 is also a guidance for this process.



**Activity 10:** Now that you have your plan, connect the ideas to transform them into paragraphs. With this you will create your complete essay. Follow the sections below.

Essay title:	
●	Introduction paragraph (Main idea + Topic sentences)
●	Body of the essay 1 (Topic sentence 1+ supporting details)
●	Body of the essay 2 (Topic sentence 2+ supporting details)
●	Conclusion paragraph (Repeat your main idea, propose a solution, a plan or new questions for the future.)

**Extra Activity:** if you are in a face-to-face setting, share the essay structure and use the sample from Activity 8 to exemplify your explanation.



**Tip:** if in a virtual or face-to-face environment, make sure students have enough time for thinking, preparing, and writing. The activity may seem easy on paper; however, students may face obstacles in the creative process they need to overcome on their own in order to foster their creativity and problem-solving skills.

## Let's CHECK!



**Activity Procedure:** at this point, students have already studied and now understand the vocabulary related to studying online. They have also analyzed the challenges of studying online and the structure of an argumentative essay to create one themselves. This is the moment for sharing those ideas.



**Length:**  
25 minutes.

**K. Activity 11:** students transform the reflections they have made into a presentation. They create some slides to present the reflection made on their argumentative essay. They can use *PowerPoint*, *Google Slides*, *Genial.ly*, or any other service to create presentations. They can also create a video presenting the ideas of their essay and share it with the class.



**Activity 11:** Now, you need to transform the reflections you have made into a presentation. Create some slides in which you present the reflection you made on your argumentative essay. You can use *PowerPoint*, *Google slides*, *Genial.ly*, or any other service to create presentations. You can also create a video in which you present the ideas of your essay. Then, share it.

**Extra Activity:** share some of the videos with the class! Project them if you are in the classroom or share your screen if the class is virtual. Use this input to discuss upon the topic, to feedback students' performances, to acknowledge students' great work, and to draw conclusions upon the topic.



**Tip:** this exercise promotes communication, curiosity and 21st Century Skills you can expand on by approaching 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:  
*Netiquette, Digital literacy, Bandwidth, Time management.*

**Now I can:**

**Understand** the vocabulary in the context of online education in a connected world.

**Analyze** the use of online tools for work and study.

**Create** argumentative essays discussing how *education has changed with the inclusion of online tools and platforms.*



It's time to evaluate your progress. For each description, write ✓ under Yes, Almost there, In progress or Not yet.

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I know these words: <i>Netiquette, Digital literacy, Bandwidth, Time management.</i>				
I can <b>understand</b> the vocabulary in the context of online education in a connected world.				
I can <b>analyze</b> the use of online tools for work and study.				
I can <b>create</b> argumentative essays discussing how <i>education has changed with the inclusion of online tools and platforms.</i>				



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