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BACHILLERATO

**Secuencias
didácticas** **CIL**
Inglés





Guía didáctica para el docente

Título: Human Desire to Communicate: Social Networking for the F@cetunter Generation
Lengua extranjera: Inglés (L2)
Nivel MCER: B1
Temporalización: 10- 12 sesiones



Breve descripción:

La siguiente secuencia se ha diseñado con la finalidad de promover la adquisición por parte del alumnado de las destrezas lingüísticas necesarias para poder opinar, informar y resumir. El tema escogido es el deseo humano por comunicarse y la incidencia en el contexto actual de las redes sociales, un tema este que permite plantear actividades propias de los cuatro ámbitos más relevantes en Bachillerato, a saber, el ámbito personal- con una clara referencia a los intereses personales y el uso del tiempo libre; el público, con el análisis de los efectos de la globalización en el terreno de las comunicaciones; sin olvidarnos del educativo y el profesional. Tanto el tema como la tipología textual analizada y la tarea final, han sido el fruto de una serie de acuerdos tomados por el profesorado de lenguas maternas, extranjeras y clásicas. Se pretende así favorecer la transferencia de estrategias y conocimientos. No obstante, los objetivos, contenidos y criterios de evaluación emanan de la normativa vigente, y simplemente se han incardinado en una unidad cuyo hilo conductor lo constituye el uso y popularidad de las redes sociales entre los miembros de esta nueva generación, que hemos denominado "f@cetunter"; y durante la cual se irá preparando al alumnado para que pueda resumir, dar ejemplos, describir gráficos así como intervenir en una revista juvenil dando su opinión sobre el tema, además de publicar un podcast, expresando dicha opinión. Se ha optado por dividir la secuencia en cuatro secciones bien diferenciadas, con su producto textual-escrito u oral:

Sección 1: Social Networking Sites' Popularity

Conducting and presenting findings of a survey (posting a comment)

Sección 2: The History of Communication

Life with no Technologies: Post and podcast

Sección 3: The Dark and the Bright Side of Networks

Commenting on Advantages and Disadvantages (blogs)

Sección 4: The Future

This is Life: article for e-zine and podcast

Materiales que se aportan

- Guía didáctica de la secuencia
- Tabla resumen
- Material del alumno

Temas transversales:

- Educación en valores
- Educación para la ciudadanía

L2 Inglés	NIVEL 1º BACHILLERATO	Nivel MCER: B1	-Tipología Textual: Textos expositivos-	
Título: HUMAN DESIRE TO COMMUNICATE: SOCIAL NETWORKING FOR THE GENERATION FACETUNTER			Tarea: This is Life! (Radio call and opinion article for school e-zine)	
Textos	Tareas	Objetivos	Contenidos	Criterios de evaluación
<p>Textos procedentes de los medios de comunicación:</p> <ul style="list-style-type: none"> □ Textos orales y escritos de carácter informativo y registro coloquial a (encuestas telefónicas, carteles, entradas blogs, comentarios, podcasts, etc.). □ Videos y documentos audio: <ul style="list-style-type: none"> - "once you posted, you lose it" - Julie's Story - Think you know, think again - Trailer "Cast Away" - Podcast "The History of Communication" □ Textos escritos: <ul style="list-style-type: none"> - Social networking: the two sides of the coin (artículo Blog) <p>Académicos:</p> <ul style="list-style-type: none"> - Social Networking Websites and Teens: An Overview by Amanda Lenhart and Mary Madden - The Outlets Provided by Social Networks, by Michael Conrad <p>Literarios:</p> <ul style="list-style-type: none"> - Extracto de "Robinson Crusoe" (Capítulo 4) 	<p>1. Social networking sites' popularity</p> <ul style="list-style-type: none"> - Conducting a survey - Realización de encuesta sobre uso y popularidad de redes sociales; posterior transmisión de resultados a través de gráficos y de entrada en blog. - Elaboración de abstract y selección de palabras clave - Youth in Action: researching and emailing <p>Búsqueda de información en portal europeo "Eures", y envío de correo electrónico dando a conocer mejores ofertas en cuestión de becas y cursos de verano.</p> <p>2. The History of Communication</p> <ul style="list-style-type: none"> - Podcast: "our life without communication technologies" - Extra: a desert island <p>3. The dark and the bright side of social networks</p> <ul style="list-style-type: none"> - Elaboración de entradas de Blog: <ul style="list-style-type: none"> a. How do you see social networking? (advantages and disadvantages) b. Bad experiences <p>4. The Future</p> <ul style="list-style-type: none"> - Giving opinions: what will the future of communication be like? - Extra: Searching for new patents <p>5. Final Task: This is Life!</p> <ul style="list-style-type: none"> - Grabación de programa de radio y elaboración de artículo para revista digital, expresando opinión sobre el uso de las nuevas tecnologías de la información en el contexto escolar y describiendo experiencias varias. 	<ol style="list-style-type: none"> 1. Comprender las ideas principales y secundarias de un texto informativo y de opinión sencillo sobre asuntos de actualidad (redes sociales). 2. Identificar las opiniones e informaciones transmitidas en entrevistas y noticias. 3. Captar y transmitir información y opiniones contenidas en documentos en soportes diversos (artículos, blogs, páginas web) 4. Resumir información general o noticias sobre tema de actualidad (nuevas tecnologías, redes sociales, etc.). 5. Expresar explicaciones y opiniones relativos a temas de interés personal y general. 6. Aplicar estrategias de auto-corrección y auto-evaluación para progresar en el aprendizaje autónomo de la lengua 7. Reflexionar sobre la estructura de textos expositivos y artículos de opinión, y comprender el uso de conectores tales como "although", y marcadores textuales. 8. Ampliar el léxico correspondiente al campo semántico de las nuevas tecnologías y las redes de comunicación. 	<p>Bloque 1: escuchar, hablar y conversar</p> <ul style="list-style-type: none"> - Comprensión general y específica de textos de opinión sencillos (encuestas, entrevistas) - Interacción sobre temas personales, generales y de ocio, usando léxico y fluidez adecuada. - Producción de textos informando sobre hábitos y expresando opiniones. <p>Bloque 2: leer y escribir</p> <ul style="list-style-type: none"> - Reconocimiento de las ideas significativas de artículos de prensa escrita en soporte papel y digital que tratan sobre temas de interés (redes sociales, hábitos en la comunicación) - Resumen de datos, de información general e ideas procedentes de diversas fuentes. - Producción de entradas de blog y breves artículos de opinión, relativos a temas de interés personal y general. <p>Bloque 3: Conocimiento lingüístico</p> <ul style="list-style-type: none"> - Ampliación del campo semántico y léxico (tecnologías de la comunicación; polisemia; significado de las palabras en el contexto) - Revisión y ampliación de estructuras gramaticales: expresión de opinión - Uso de conectores de concesión y causa - Reflexión lingüística - Reflexión y aplicación de estrategias de auto-corrección y auto-evaluación. - Reconocimiento de las variedades de uso de la lengua (formal e informal) <p>Bloque 4:</p> <ul style="list-style-type: none"> - Reflexión sobre similitudes y diferencias significativas entre actitudes y valores. 	<ul style="list-style-type: none"> - Comprender la idea principal y los detalles relevantes, según la tarea propuesta, de un texto oral emitido por medios digitales - Interaccionar en situaciones de diálogo, dando y pidiendo información sobre tema personal, general o de ocio. Se valorará su capacidad de usar el ritmo y la entonación adecuada, la corrección gramatical y el uso del léxico apropiado. - Producir un texto escrito de opinión, respetando el esquema discursivo específico. - Expresar oralmente opiniones, y poner ejemplos, ajustándose al registro - Usar los conocimientos léxicos y gramaticales para producir textos orales y escritos coherentes y cohesionados. - Usar de forma autónoma las TICs como fuente de acceso y tratamiento de la información, así como de transmisión de la misma. - Analizar a través de documentos en soporte digital, papel o audiovisual, aspectos culturales y sociales relevantes.



Secuencia de actividades y tareas

Algunas consideraciones previas

1. Para el diseño, se ha partido de la base de que - tal como establece la normativa vigente- el alumnado de bachillerato

“...posee ya un conocimiento de la lengua extranjera que le permite desenvolverse en situaciones habituales de comunicación, por lo que el objeto de esta materia es el de profundizar en las destrezas discursivas adquiridas anteriormente y enriquecer su repertorio, así como practicarlas y mejorarlas en contextos diferentes y ámbitos distintos a los que ya conoce.”

Sección 1: Social networking sites' popularity

La secuencia comienza con una serie de citas sobre el deseo humano por comunicarse y el papel que juegan las nuevas tecnologías además de una ilustración de una red social, sobre la que aparecen impresas comentarios y expresiones típicas. La primera actividad consistirá en explicar el significado de expresiones tan coloquiales como “tvl” (Talk to you later) or “lol” (laugh out loud), así como la terminología propia de este entorno (con sus posts, replies, tags, etc.)

Las tecnologías están revolucionando no sólo el lenguaje, sino también el modo de relacionarnos y pasar el tiempo libre. Así, en esta primera sección, usando como hilo conductor esa popularidad, el alumno/a ha de completar y contestar una serie de preguntas sobre la popularidad de las redes sociales en su entorno. Posteriormente, se le pedirá que encuentre el mejor título para un artículo de carácter académico sobre las redes sociales.

Las siguientes actividades consistirán en tomar notas y completar datos. A continuación, habrán de ordenar una serie de palabras con el fin de reconstruir un párrafo y responder una serie de preguntas- literales y de interpretación del significado. Se lanzan, asimismo, preguntas en las que se le pide información sobre sus preferencias y la de su clase. Después del trabajo léxico, se propone una actividad extra consistente en completar su perfil; la idea es analizar que tipo de información se debe y no se debe de aportar en estos espacios.

Extensión: como actividad de extensión también se propone que los alumnos/as proporcionen las palabras clave del artículo, o etiquetas, en el caso de hipertextos o espacios web.

Con la herramienta libre wordle, se pueden crear “word clouds”, como la que aparece a continuación:

The collage contains several educational components:

- Article:** 'HUMAN DESIRE TO COMMUNICATE: SOCIAL NETWORKING FOR THE GENERATION FACTORITER'. It discusses the human desire to communicate and the role of social networking sites.
- Worksheet:** 'SECTION 1: SOCIAL NETWORKING SITES' POPULARITY'. It includes exercises such as:
 - 1. Listen to the person speaking and try to complete the questions below.
 - 2. Complete each and say if the statements are TRUE or FALSE.
 - 3. Answer the questions which appear in exercise 1.
 - 4. Read and complete the notes below.
 - 5. Arrange the parts of the text in paragraphs.
 - 6. Match the words with their definitions.
 - 7. Read in the text responses for the following words.
- Profile Form:** A form for creating a social media profile with fields for 'Name', 'Address', 'Phone Number', 'Email', 'Website', and 'Profile Picture'.



Sección 2: History of Communication

Retomando la idea de que el deseo de comunicarse ha estado ahí siempre, y de hecho antes de existir Internet o los teléfonos móviles, la gente se comunicaba también, se pide a los alumnos/as que escuchen una supuesta pesadilla: alguien se despierta por la mañana y no funciona ninguno de nuestros medios de comunicación. Ese es el punto de partida de una disgresión sobre los inventos más famosos.

¿Cómo viviríamos sin estos aparatos y medios?, esa es la siguiente pregunta a la que hemos de dar respuesta. Un extracto del capítulo 4 de Robinson Crusoe y un trailer de la película Cast Away, serán los recursos textuales empleados para reflexionar sobre esa vida sin nuevas tecnologías o sin nadie con quién hablar. Esto es impensable hoy día, así que la tarea consiste esta vez en publicar un mensaje dando respuesta a la pregunta que lanzaba el famoso programa de televisión, Castaway, ¿Qué te llevarías a una isla desierta?, donde personajes famosos eran invitados a elegir un CD, un libro y un lujo.

Sección 3: The Dark and the Bright Side of Social Networks

En esta sección nos centramos en las ventajas y desventajas de las populares redes sociales; los peligros inherentes y las medidas que debemos tomar. La selección textual- videos de campañas publicitarias con el objetivo de concienciar a los jóvenes, así como carteles, entradas de blogs, las condiciones de uso o las palabras de personas famosas, preparan al alumno/a para que pueda expresar su opinión, e informar sobre las ventajas e inconvenientes, a través de un blog, así como de posibles experiencias negativas

En esta ocasión el trabajo lingüístico se centrará en el uso de conectores concesivos y causales.

Sección 4: The Future

La última sección está dedicada al futuro de las redes sociales y la comunicación. Con el fin de informarnos de los últimos avances y aplicaciones, los alumnos visitarán un sitio web y seleccionarán el mejor producto.

¿Cuál será el futuro de las comunicaciones? el primer video mostraba una visión totalmente diferente a la del siguiente. En este caso la tarea consistirá en comparar esta visión con la anterior y hacer un listado de los principales problemas.

Extensión: <http://literacynet.org/cnnsf/futurecom/home.html>

Tarea extra: Searching for new patents

En parejas, los alumnos habrán de seleccionar una nueva patente, para cada uno de los ámbitos asignados, con el fin de realizar una breve presentación y resumen del mismo. Para ello recurrirán al siguiente espacio web <http://www.google.com/patents> y practicarán el uso de la herramienta de "búsqueda avanzada" http://www.google.com/advanced_patent_search.

Posibles ámbitos: personal, public, educational and professional

Tarea Final: This is Life

Los alumnos/as prepararán un podcast y una contribución a una revista digital dando su opinión acerca de las redes sociales en su entorno más cercano, y la conveniencia de su prohibición en ciertos lugares- trabajo, escuela, etc.



Criterios e instrumentos de evaluación

❑ Los criterios de evaluación que se han seleccionado en este caso han sido los siguientes:

- Comprender la idea principal y los detalles relevantes, según la tarea propuesta, de un texto oral emitido por medios digitales
- Interaccionar en situaciones de diálogo, dando y pidiendo información sobre tema personal, general o de ocio. Se valorará su capacidad de usar el ritmo y la entonación adecuada, la corrección gramatical y el uso del léxico apropiado.
- Producir un texto escrito de opinión, respetando el esquema discursivo específico.
- Expresar oralmente opiniones, y poner ejemplos, ajustándose al registro
- Usar los conocimientos léxicos y gramaticales para producir textos orales y escritos coherentes y cohesionados.
- Usar de forma autónoma las TICs como fuente de acceso y tratamiento de la información, así como de transmisión de la misma.
- Analizar a través de documentos en soporte digital, papel o audiovisual, aspectos culturales y sociales relevantes.

❑ Los instrumentos de evaluación que se proponen son tres:

Hoja de autoevaluación

Matrices de valoración de las tareas propuestas

Prueba individual

→ **Detalle de preguntas**

The use of social media- from blogging to online social networking to creation of all kinds of digital material- is central to many teenagers' lives. Do you agree? Can you give examples? What are the immediate problems? Submit your comments

Share your view

Post a comment

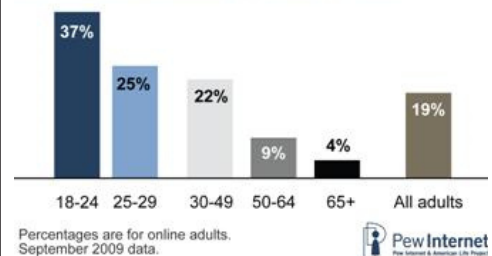
Name:

Mail:

Message

What does this graph show? Write a paragraph describing the results of this survey

% of online adults who use Twitter or another status-updating site



SPEAKING TASK

Option A: Comment on this notice. (What does it mean? Why do you think they put this notice? Do you agree?)

Social networking sites (i.e, My Space and Facebook) are no longer available on library computers effective Friday 3/14/10

2. Option B:

Role-play You want to conduct a survey on teachers' use of social networks. Prepare at least five questions and interview your partner.



L2 Inglés		NIVEL 1º BACHILLERATO		Nivel MECR: B1		- Tipología Textual: Textos expositivos-	
Títulos: HUMAN DESIRE TO COMMUNICATE: SOCIAL NETWORKING FOR THE GENERATION FACETUENTTER (Radio call and opinion article for school e-zine)		Tarea: This is Life!		Contenidos		Criterios de evaluación	
Textos	Tareas	Objetivos	Contenidos	Criterios de evaluación			
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Aplicar estrategias de auto-corrección y auto-evaluación para progresar en el aprendizaje autónomo de la lengua 7. Reflexionar sobre la estructura de textos expositivos y artículos de opinión, y comprender el uso de conectores tales como "although", y marcadores textuales. 8. Ampliar el léxico correspondiente al campo semántico de las nuevas tecnologías y las redes de comunicación. 	<p>Bloque 1: escuchar, hablar y conversar</p> <ul style="list-style-type: none"> - Comprensión general y específica de textos de opinión sencillos (encuestas, entrevistas) - Interacción sobre temas personales, generales y de ocio, usando léxico y fluidez adecuada. - Producción de textos informando sobre hábitos y expresando opiniones. <p>Bloque 2: leer y escribir</p> <ul style="list-style-type: none"> - Reconocimiento de las ideas significativas de artículos de prensa escrita en soporte papel y digital que tratan sobre temas de interés (redes sociales, hábitos en la comunicación) - Resumen de datos, de información general e ideas procedentes de diversas fuentes. - Producción de entradas de blog y breves artículos de opinión, relativos a temas de interés personal y general. <p>Bloque 3: Conocimiento lingüístico</p> <p>Ampliación del campo semántico y léxico (tecnologías de la comunicación; polisemia; significado de las palabras en el contexto)</p> <p>Revisión y ampliación de estructuras gramaticales: expresión de opinión</p> <p>Uso de conectores de concesión y causalidad</p> <p>Reflexión lingüística</p> <p>Reflexión y aplicación de estrategias de auto-corrección y auto-evaluación.</p> <p>Reconocimiento de las variedades de uso de la lengua (formal e informal)</p> <p>Bloque 4:</p> <p>Reflexión sobre similitudes y diferencias significativas entre actitudes y valores.</p>	<ul style="list-style-type: none"> - Comprender la idea principal y los detalles relevantes, según la tarea propuesta, de un texto oral emitido por medios digitales - Interaccionar en situaciones de diálogo, dando y pidiendo información sobre tema personal, general o de ocio. 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Human desire to communicate: Social networking for the f@cetuentter generation

"Our innate desire to communicate defines us, both as individuals and as a species (...)"
by Tim Marsland, Software CSO.

"Technology will add to and enhance our innate desire to socialize and communicate"
Unknown

"Humans have an almost unlimited desire to communicate, even with angels, trees and dolphins"
by Cees J. Hamelink, Conversations with my robot.

In this unit you will learn how to give opinions and how to justify them, giving examples and figures. You will also practise asking and answering questions, as well as summarizing information. During the lesson, you will read and listen to people talking about social networks and their role in today's world.

At the end, you will be asked to prepare a phone call to a radio programme giving your opinion about social networking. Besides, you will prepare an opinion article for the school e-zine.

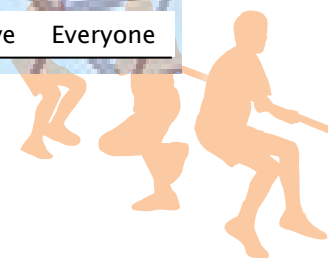
Contents

Vocabulary:

New technologies
Meaning in context

Functions:

Asking and Giving Opinions
Giving Examples
Describing charts
Summarizing



Section 1: Social networking sites' popularity

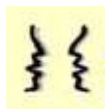


1.-Listen to the person speaking and try to complete the questions below:

- How many of you _____ ?
 What is _____ ?
 Why do _____ ?

2.-Listen again and say if the statements are TRUE or FALSE. Correct the statements.

- a) The popularity of a specific social network depends on your friends' preferences
 b) People use social networks to chat online



3.- Answer the questions which appear in exercise 1

4. Read the text and tick the most appropriate title for it.

- The success of social networks in today's world
- Technological possibilities of SNSs
- Social networks sites
- Others, (please specify)



Online Dictionary

Search

“Regardless of the country you live, since their introduction, social network sites (SNSs) have attracted millions of users, many of whom have integrated these sites into their daily practices.

In fact, there are hundreds of SNSs, with various technological possibilities, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video-sharing.

What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make their social networks visible. This can result in connections between people who have never met before; however, that is often not the goal, and these meetings are frequently between “latent ties” (Haythornthwaite, 2005) who share some offline connection. On many of the large SNSs, participants are not necessarily “networking” or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network”




After joining an SNS, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an "about me" section. Most sites also encourage users to upload a profile photo. Once users have joined the SNS, they are prompted to identify others in the system with whom they have a relationship. The label for these relationships differs depending on the site—popular terms include "Friends," "Contacts," and "Fans." Most SNSs require bi-directional confirmation for Friendship, but some do not. These one-directional ties are sometimes labeled as "Fans" or "Followers," but many sites call these Friends as well. The term "Friends" can be misleading, because the connection does not necessarily mean friendship in the everyday vernacular sense, and the reasons people connect are varied (Boyd, 2006a)."

Adapted from: Social Network Sites: Definition, History, and Scholarship
By : Danah M. Boyd/Nicole B. Ellison
Michigan State University, 2007



5.- Read and complete the notes below


SNSs vary in 

a) _____

b) _____

c) _____

but they present similarities as to

The process to create an SNS is 

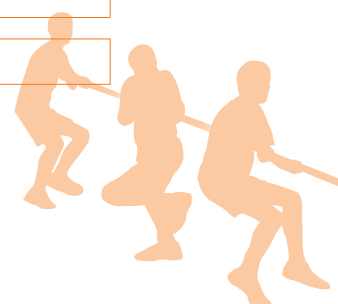
1st

2nd

Then

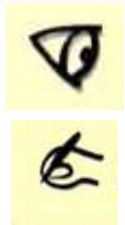
6. Arrange the parts of the sentences to make a full text. Don't forget to add the correct punctuation.

<input type="checkbox"/> social network sites are	<input type="checkbox"/> connections	<input type="checkbox"/> not the aim
<input type="checkbox"/> users to make their	<input type="checkbox"/> have never met before	<input type="checkbox"/> that is
<input type="checkbox"/> because they allow	<input type="checkbox"/> between people who	<input type="checkbox"/> often
<input type="checkbox"/> considered unique	<input type="checkbox"/> this can result in	<input type="checkbox"/> but
<input type="checkbox"/> networks visible.		



1.- Read the text again and answer the following questions:

- a. Where was this article published?
- b. According to the author, why have social networks attracted so many users?
- c. What do most participants use social networks for?
- d. What does the phrase "latent ties" mean? Can you give an example?
- e. In your opinion, what is the main difference between a friend in the everyday sense and a friend in a social network?
- f. Do you think people complete descriptors with true information about themselves? Why?



- Have you ever set up your own page or profile on a website? what do you like about social networking?
- Can you give any examples of social networking, apart from the ones mentioned? What is your favourite social network?
- Hands up- what is the preferred social network of the class?

LANGUAGE WORK

1. Match the words with their definitions:

upload	To transfer data or programs from one's own computer or digital device to a server or host computer
emerge	to become apparent, to come into view, to come up to the surface
share	To participate in, use, enjoy, or experience jointly or in turns
join	To become a member of a group, to become part of
label	To describe or classify in a word or phrase
differ	To be different

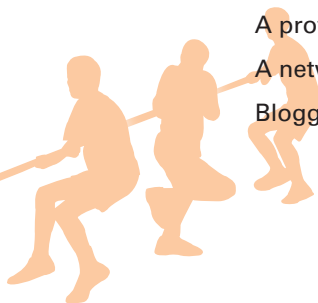


2. Find in the text synonyms for the following words (there maybe more than one).

Different	Majority of	Public	Mainly

3. In pairs, define the following terms.

- A profile is a _____
- A network is a _____
- Blogging is a _____



EXTRA
EXTRA
EXTRA

Create your own profile



What do you usually write? or What would you write in your profile?



Personal Profile

Photo not available



Address

City/ Town

Neighbourhood

Postcode

Civil Status

Looking for

Web Information

Websites

Phone Number

My interests

Hobbies

Music, bands

Favourite quotations

Favourite books, writers, genres

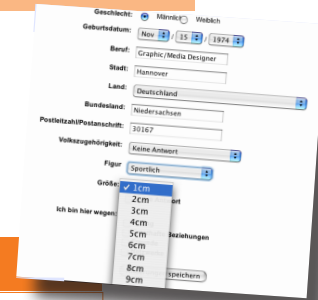
Favourite films, directors, actors and actresses

Studies and Profession

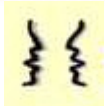
School

University

Company



WHAT DO PEOPLE USE SOCIAL NETWORKS FOR?

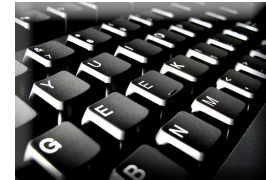


1. Rank the following uses of the Internet in order of importance to you.

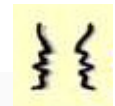
- | | | |
|-------------------------|-----|-------|
| Social sites/chat rooms | 1st | _____ |
| Email | 2nd | _____ |
| Research/information | 3rd | _____ |
| Games | 4th | _____ |
| Music downloads | 5th | _____ |
| Video/TV | 6th | _____ |

2.- What do you use social networks for? (Tick)

- For posting messages
- For downloading music
- For downloading videos
- For uploading music
- For updating personal websites or online profiles
- For posting photos
- For blogging
- For creating and sharing virtual objects
- For creating new characters
- For participating in collaborative projects
- For sending suggestions or ideas to web sites
- For submitting articles
- For creating polls, quizzes, surveys



*EXTRA
EXTRA
EXTRA*



Find out what your friends use the Internet and social networks for. What's the most common use? Are there any differences between girls and boys?



3.- What do American teenagers use social networking sites for? Match the text with the right chart(s).

Demographics: Teens Who Create Profiles Online	
The percentage of online teens in each group who create profiles online:	
Sex	
Boys	51%
Girls	58
Age	
12-14	45%
15-17	64*
Age by Sex	
Boys aged 12-14	46%
Girls aged 12-14	44
Boys aged 15-17	57
Girls aged 15-17	70*

Multi-Channel Teens Are Super Communicators		
The percent of teens who communicate with their friends every day via these methods...		
	All teens (n=935)	Multi-channel teens+ (n=265)
Talk to friends on landline telephone	39%	46%
Talk on cell phone	35	70*
Spend time with friends in person	31	35
Instant message	28	54*
Send texts	27	60*
Send messages over social network sites	21	47*
Send email	14	22

Adults & teens use online networks to stay in touch with pre-existing friends		
Do you use your online profile to...?		
	Adults	Teens
Stay in touch with friends*	89%	91%
Make plans with friends	57	72
Make new friends	49	49
Organize with others for an event, issue or cause	43	n/a
Make new business or professional contacts	28	n/a
Promote yourself or your work	28	n/a
Flirt	20	17

Teens & Friends on Social Networking Sites		
What are the different ways you use social networking sites? Do you ever use those sites to...?		
	Yes	No
Stay in touch with friends you see a lot	91%	9%
Stay in touch with friends you rarely see in person	82	18
Make plans with your friends	72	28
Make new friends	49	50
Flirt with someone	17	83



Social Networking Websites and Teens: An Overview

by Amanda Lenhart and Mary Madden



55% of online teens have created a personal profile online, and 55% have used social networking sites like MySpace or Facebook.

Washington-- More than half (55%) of all of online American youths ages 12-17 use online social networking sites, according to a new national survey of teenagers conducted by the Pew Internet & American Life Project. The survey also finds that older teens, particularly girls, are more likely to use these sites. For girls, social networking sites are primarily places to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends.

A social networking site is an online place where a user can create a profile and build a personal network that connects him or her to other users. In the past five years, such sites have rocketed from a niche activity into a phenomenon that engages tens of millions of internet users. The growth in the popularity of these sites has generated concerns among some parents, school officials, and government leaders about the potential risks posed to young people when personal information is made available in such a public setting.

The data memo, written by Senior Research Specialists Amanda Lenhart and Mary Madden, is based on a survey conducted by telephone from October 23 through November 19, 2006 among a national sample of 935 youths ages 12 to 17. The survey asked about the ways that teenagers use social networking sites and their reasons for doing so. Among the key findings:

- 55% of online teens have created a personal profile online, and 55% have used social networking sites like MySpace or Facebook.
 - 66% of teens who have created a profile say that their profile is not visible to all internet users.
 - 48% of teens visit social networking websites daily or more often; 26% visit once a day, 22% visit several times a day.
 - Older girls ages 15-17 are more likely to have used social networking sites and created online profiles; 70% of older girls have used an online social network compared with 54% of older boys, and 70% of older girls have created an online profile, while only 57% of older boys have done so.
- "There is a popular idea that every American teenager is using social networks, and that they're plastering personal information over their profiles for anyone and everyone to read," says Amanda Lenhart. "These findings change that story – not every teenager is using a social networking website, and of those that do, more than half of them have in some way restricted access to their profile."
- Teens say social networking sites help them manage their friendships
- 91% of all social networking teens say they use the sites to stay in touch with friends they see frequently, while 82% use the sites to stay in touch with friends they rarely see in person.
 - 72% of all social networking teens use the sites to make plans with friends; 49% use the sites to make new friends.
 - Older boys who use social networking sites (ages 15-17) are more likely than girls of the same age to say that they use social networking sites to make new friends (60% vs. 46%).
 - Just 17% of all social networking teens say they use the sites to flirt.
 - Older boys who use social networking sites are more than twice as likely as older girls to say they use the sites to flirt; 29% report this compared with just 13% of older girls.
- "Both boys and girls rely on social networks to keep close tabs on their friends, but older boys are much more likely to use them to meet new friends and flirt in the comfort of an online environment," says Mary Madden. "Older boys are really the ones taking advantage of the true 'networking' features offered by the sites."

The Pew Internet Project survey was conducted from October 23 to November 19, 2006 and has a margin of error in the overall sample of plus or minus 3 percentage points.

The Pew Internet Project is a non-profit, non-partisan initiative of the Pew Research Center that produces reports exploring the impact of the internet on children, families, communities, the work place, schools, health care, and civic/political life. Support for the non-profit Pew Internet Project is provided by The Pew Charitable Trusts.

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1. Read the text and answer the following questions using the information given in the text.



Level 1:

- What percentage of teenagers use social networks?
- Are there any differences between boys and girls as far as social networking use is concerned?
- Define the expression "online teens"

Level 2:

- Who conducted the survey? And to whom was it addressed?
- How was the survey carried out?
- What did the survey show contrary to common belief?

Level 3:

- Have a look at the key findings, and compare them to your own situation.
- Are there any similarities and differences?



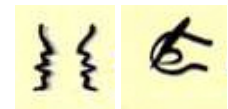
2.- Now listen to the following survey respondents and see what they answered.



	1st respondent	2nd respondent	Your friend
Male/female			
Age			
SNSs preferences			
Frequency			
Use			
Comment			



CONDUCT YOUR OWN SURVEY



How often do you and your classmates visit sites such as tuenti, facebook, twitter, etc? everyday- every other day- a couple of times a week- once a week- less often.
 Firstly, Design a questionnaire to interview your friends about the way they use social networking sites, the frequency, habits and preferences.

QUESTIONNAIRE

1. Prepare the questions to ask your friends about their habits.

Example:
How often do you visit your social network

EVERY DAY- EVERY OTHER DAY-
 A COUPLE OF TIMES A WEEK-
 ONCE A WEEK- LESS OFTEN



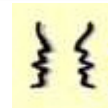
PLANNING YOUR SURVEY




Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____


2. Ask at least ten people, tally the results and display your findings in a table. You can use a Spreadsheet to calculate percentages.



 Don't forget to state the purpose of the survey. Don't forget to address all essential questions.

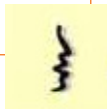
3. Write a summary of your findings.



Useful language 

This graph shows . .
 Half of
 A quarter
 A third
 Most of
 Over/ more than 20/30/40 . . % of

Extension
 Writing about graphs
<http://www.admc.hct.ac.au/hd1/english/graphs/>



4. Communicate the results of your survey to your partners, and answer their questions



The Wall

Share your view

Post a comment

Name:

Mail:

Message

Post a comment

Name:

Mail:

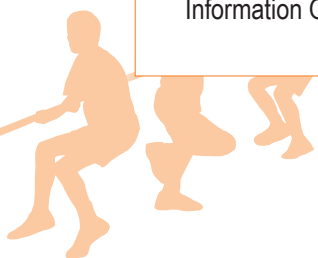
Message

**Survey Results:
Key Findings**

Assessment criteria

Survey	Excellent 4	Good 3	Satisfactory 2	Poor 1
Number of students/people	Survey 10 Students/ People	Survey 8-9 Students/People	Survey 6-7 Students/People	Survey 5-1 Students/People
Content	Survey is complete and questions are clear and accurate	One question is missing, but survey is clear	2-3 questions are missing. Survey is quite clear.	Survey is incomplete and ambiguous.
Grammar and Spelling	No grammar or spelling mistakes	1 or 2 grammar or spelling mistakes	3 to 4 mistakes	Frequent mistakes
Graphic Display	Shows an extremely accurate display of results.	Shows complete, accurate display of results	Graphic display is incomplete or inaccurate	No graphic display of results
Presentation of results	Excellent 4	Good 3	Satisfactory 2	Poor 1
Fluency and presentation	Student used a clear voice; maintained eye contact; can answer questions	A clear voice; maintained eye contact most of the time; answered some questions asked	Student had difficulty pronouncing words; audience had a hard time hearing speaker;	Student mumbled; presented info too fast or too slow; couldn't answer questions.
Grammar, format and spelling	The final body of work is free of grammar, spelling and formatting mistakes.	The final body of work is free of grammar, spelling and formatting mistakes.	The final work has 3-6 grammar, spelling and formatting mistakes.	The final work has over 6 mistakes.
Organization and structure	Well organized, demonstrates logical sequencing and structure. Appropriate use of linkers.	Well organized, logical sequencing and structure. Appropriate use of linkers.	Acceptable organisation, but illogical sequencing and structure.	Weak organisation, illogical sequencing and no use of appropriate linkers.
Information Gathering and Accuracy	Information is accurately summarized and communicated.	Information is summarized and communicated.	Students need to work on summarizing and/or communicating more effectively.	Little evidence of thoughtful summary. Student doesn't communicate findings.

TOTAL:



BUT WHY ARE SNSs SO POPULAR?

In your opinion, what makes social networks so popular among your friends?

1.- Listen to the following student making a presentation about the reasons for this popularity.

popularity

↓

meet the needs of individuals providing

for example

through

such as

The Outlets Provided by Social Networks
click here to see the presentation

Social Networking presentation

You can also select one slide at each time. Just click on the slide you want to listen to.

Why do so many people like to use social networks?

- Social Networks meet the needs of individuals through providing outlets for expression, communication, and professional networking to name a few.

Social Networks as an Outlet for Expression

- On social networks, it is possible to express:
 - Opinions about political, sport, and public events and public figures
 - Feelings, romantic and not, about other people
 - Opinions about what other people think (For example, it is possible to 'like' something that someone posts by clicking on a 'like')
 - Feelings in general about anything

Social Networks as an Outlet for Communication

- Social Networks allow people to communicate with friends, romantic interests, and strangers.
- There are various ways to communicate with people through:
 - Private messaging
 - Group messaging
 - Writing on someone's public page
 - Creating groups centered around a topic

Social Networks as an Outlet for Professional Networking

- Communication in professional networking happens in many ways the same as communication from the previous slide in social networks, plus:
 - Networks such as Facebook allow professional users to create fan pages, events, and groups to build a following or create interest in a person, group, or event.
 - Social Networks allow users to follow other professionals and see what they are doing
 - Social Networks make professional communication

2. Write a summary of the presentation.

MEANING IN CONTEXT.

3. Circle the best definition of the word "outlet" in the context of the presentation

1. an opening or vent permitting escape or release
2. a means for release or expression of emotion, creative energy, etc.
3. (Business / Commerce)
 - a. a market for a product or service
 - b. a commercial establishment retailing the goods of a particular producer or wholesaler
4.
 - a. a channel that drains a body of water
 - b. the mouth of a river
5. (Engineering / Electrical Engineering) a point in a wiring system from which current can be taken to supply electrical devices



4. Look up the following words in an online dictionary and copy the most appropriate definition in the context of the presentation:

slide	
figures	
a following	



RESEARCH INFORMATION POSTING MESSAGES



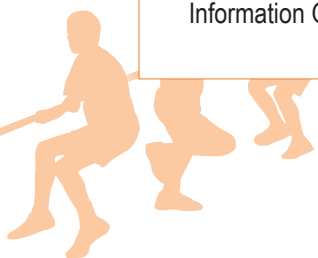
TASK

In pairs, you will search for learning opportunities, exchanges and grants on EURES and PLOTEUS, two European portals where you will find information about language courses, grants and youth programmes such as "Youth in Action" or Comenius. Select the best option for this summer and email the information to your partners and teacher. Don't forget to ask for further information about the course or programme selected.



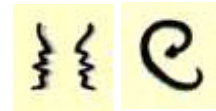
Assessment criteria				
	Excellent 4	Good 3	Satisfactory 2	Poor 1
Process				
Has a clear vision of the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages time wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-operates with partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product				
Task	All areas of the task were addressed.	One area of the task was not addressed.	At least two areas of the task were not addressed.	The task is incomplete and/or it is apparent that little effort went into its development
Grammar, format and spelling	The final body of work is free of grammar, spelling and formatting mistakes.	The final body of work is free of grammar, spelling and formatting mistakes.	The final work has 3-6 grammar, spelling and formatting mistakes..	The final work has over 6 mistakes.
Organization and structure	Well organized, demonstrates logical sequencing and structure. Appropriate use of linkers.	Well organized, demonstrates logical sequencing and structure. Appropriate use of linkers.	Acceptable organisation, but demonstrates illogical sequencing and structure.	Weak organisation, illogical sequencing and no use of appropriate linkers.
Information Gathering and Accuracy	Information is accurately and effectively gathered and communicated.	Information is gathered and communicated..	Students need to work on gathering and/or communicating more effectively.	Little evidence of thoughtful research. product does not communicate findings.

TOTAL:



Section 2: The History of Communication

Before the internet came along, believe it or not, people had to communicate, somehow...
How did we exchange information about ourselves before social networking sites came along?
How did we socialize?



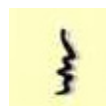
1.- Listen to the following podcast and order the following pictures taking into account the order of events. Do you think there are some missing pictures? Which ones?



2.- Listen again and complete the following table

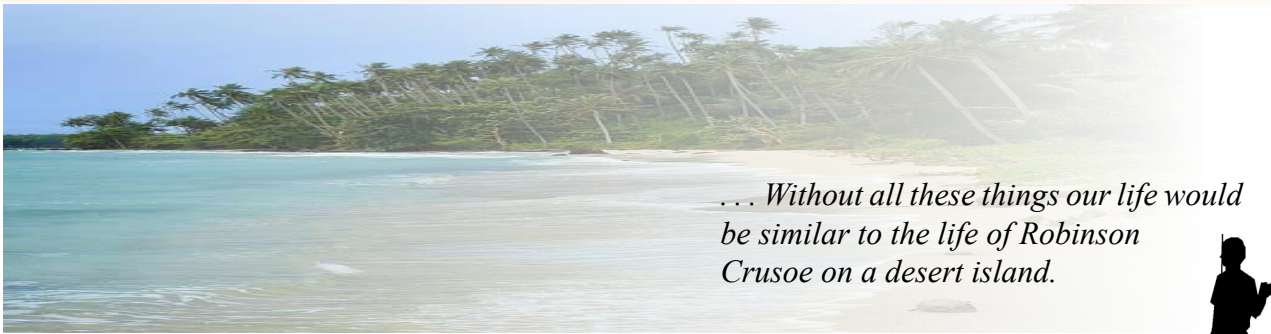
Invention	Year or period of invention
Telephone	
Radio	
Television	
Cell phone	
Internet	

3. What's the problem? What has happened?



How would your life be without these things? Do you think we live better now with all these inventions?





... Without all these things our life would be similar to the life of Robinson Crusoe on a desert island.

1. Read the following extract and answer the questions below:

How does Robinson feel?

Can you think of any good thing and its counterpart?



I now began to consider seriously my condition, and the circumstances I was reduced to; and I drew up the state of my affairs in writing, not so much to leave them to any that were to come after me - for I was likely to have but few heirs - as to deliver my thoughts from daily poring over them, and afflicting my mind, I began to comfort myself as well as I could, and to set the good against the evil, that I might have something to distinguish my case from worse; and I stated very impartially, like debtor and creditor, the comforts I enjoyed against the miseries I suffered, thus:

Evil	Good



2. Robinson Crusoe started to classify the comforts he enjoyed against the miseries he suffered. Below you can find these thoughts. In pairs, try to write each of them under the right heading, evil or good:

But I am not starved, and perishing on a barren place, affording no sustenance.

I am cast upon a horrible, desolate island, void of all hope of recovery.

I have no soul to speak to or relieve me.

But God wonderfully sent the ship in near enough to the shore, that I have got out as many necessary things as will either supply my wants or enable me to supply myself, even as long as I live.

I have no clothes to cover me.

I am divided from mankind - a solitaire; one banished from human society.

But I am singled out, too, from all the ship's crew, to be spared from death; and He that miraculously saved me from death can deliver me from this condition.

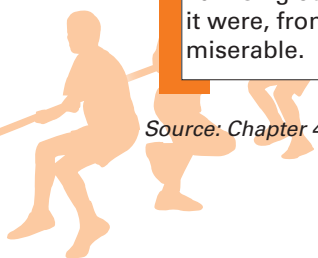
But I am in a hot climate, where, if I had clothes, I could hardly wear them.

I am without any defence, or means to resist any violence of man or beast.

But I am cast on an island where I see no wild beasts to hurt me, as I saw on the coast of Africa; and what if I had been shipwrecked there?

But I am alive; and not drowned, as all my ship's company were.

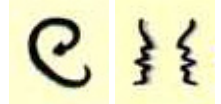
I am singled out and separated, as it were, from all the world, to be miserable.



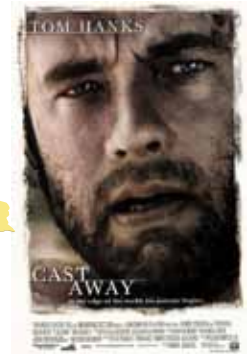
3. At first, there was no one to speak to. What did Robinson do?



With these Considerations I walked very leisurely forward, I found that Side of the Island where I now was, much pleasanter than mine, the open or Savanna Fields sweet, adorned with Flowers and Grass, and full of very fine Woods. I saw Abundance of Parrots, and I tried to catch one, and teach it to speak to me. After some Pains taking, I caught a young Parrot, by knocking it down with a Stick. Then, I brought it home; but it was some Years before I could make him speak: I quickly taught him to know his own name, and at last to speak it out pretty loud, "Poll," which was the first word I ever heard spoken in the island by any mouth but my own. I also taught him to call me by my Name very familiarly.



4. In 2000, the film "Cast Away" depicted the attempts of a FedEx employee to survive on a desert island after a plane crash, but this time the protagonist didn't teach a parrot to speak. Watch the following trailer and find out how he solved his urgent need to communicate.



Did you know that "Desert Island Discs" is one of the most popular and enduring programmes? Each week a guest is invited to choose eight records, a book and a luxury they would take with them to a desert island



What would you take with you to a desert island? Why?
Create a podcast and a message to the messageboard



Castaway: a CD, a book and a luxury

Message - posted by _____

Reply to this message

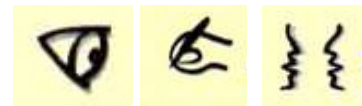
EXTRA
EXTRA
EXTRA



Section 3: The dark and the bright side of social networks

Most young people have some kind of social networking account. These sites offer a fun way to express your thoughts and experiences. Most of the time this is harmless social fun, but are we always in control of who sees this information about us? A lot of personal information can be broadcast to people you wouldn't expect to be viewing; people like potential employers, colleges, universities and sixth forms.

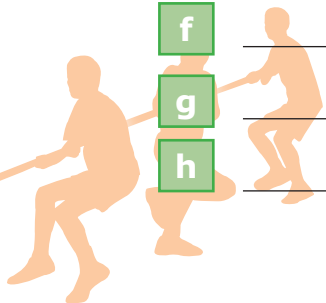
In this section we will have a look at the advantages and disadvantages of social networking and will practise expressing arguments for and against. At the end, we will submit a comment to a blog and we will take part in a radio programme on the dark side of social networking, expressing our opinions.



1. Have a look at the following comments and headlines. What kind of problem or benefit is being commented on?

<p>"Well, let me give you some very practical tips. First of all, I want everybody here to be careful about what you post on Facebook, because in the YouTube age, whatever you do, it will be pulled up again later somewhere in your life," Mr Obama said.</p> <p style="text-align: right;">a</p>	<p>Recently, I noticed I'm using fewer cell phone minutes as I spend more time on Twitter and Facebook. It has me wondering, is social media making me less social?</p> <p style="text-align: right;">b</p>	<p>Teen steals laptop to check Social Networking Site</p> <p style="text-align: right;">c</p>
<p>"I can't blame the internet but it is about time that somebody looked at ways of introducing controls which stop people putting up false pictures and false information", said the mother of a teenager allegedly killed by a man she met on a Social Network</p> <p style="text-align: right;">f</p>	<p>Overall, I communicate with a lot more people, a lot more often. But the quality of that communication can be lacking. It might be a wall post scribbled in between meetings. Or a tweet from my iPhone while I'm waiting in line. It just isn't the same as a long phone call or a visit</p> <p style="text-align: right;">g</p>	<p>Teen party parents may face \$ 20,000 bill after 500 rampage</p> <p style="text-align: right;">d</p>
		<p>Girls trapped in storm drain use facebook to call for help . . . instead of phoning emergency services</p> <p style="text-align: right;">e</p>
		<p>Social networks risk 'infantilising' the human mind Greenfield, a leading neuroscientist, warns social networking sites are changing children's brains, resulting in selfish and attention deficient young people</p> <p style="text-align: right;">h</p>

- a** _____
- b** _____
- c** _____
- d** _____
- e** _____
- f** _____
- g** _____
- h** _____



2. Read the following blog entry and complete the previous list of dangers and benefits

i

j

3. What do you know about the blogger, after reading this entry?

For example, At the moment he is living in Spain.

i **My Blog**

Home
About me
Archives
Bookmarks

Social networking: the two sides of the coin

The new buzzword of today is “social networking”. “What is social networking?” one might ask. It is an internet term for socializing through networking—or, in other words, it is how people get connected. As I’m sitting with some of my Spanish friends here in this small town, I’m still in touch with my American friends who are half way around the world, my family and, of course, my girlfriend. However, in real time I can still see the things that they are doing, and I can instantly post feedback on their random musings about school, sport, music and travels. Yet, it is not just my friends from Texas; I’m also able to communicate with many other friends who are scattered across the globe. Social networking is about **befriending** as many different people as possible and belonging to as many communities through the usage of the internet.

Different social networking sites like Facebook, Twitter, Skype, and Youtube have created a vast platform for people to share and exchange information. The significance of these sites is basically networking. Initiating and maintaining close relationships between people, often with strangers, has become essential for people in their search for an ideal understanding of social networking services. However, it can reduce the effort of keeping in touch with friends and of keeping contacts updated. Nevertheless, it allows users to share content when they are on the move, share calendars, and to make it clear when they are available for interaction. So it enables people to communicate automatically and socialize on another level.

Sharing news stories, fundraising or even circulating crisis message responses have also become a part of the social media network phenomenon. One of the best journalistic stories is from James Buck, a student from the University of California Berkeley (UCLA). He was in Mahalla Egypt, covering an anti-government protest when he was arrested. On his way to the police station, Buck quickly took out his cell phone and sent a message to his friends using Twitter. Within seconds, fellow colleagues in United States and his blogger friends saw the message and instantly worked on releasing James from the authorities.

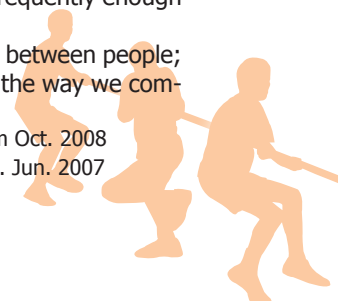
Social networking is also a powerful tool because of the multitude of opportunities which provides. For instance, there are sites which deal with photos, paintings, and illustrations. They work like a virtual art gallery and anyone can come and see the works.

Even with all the advantages, social networking does have its disadvantages and can cause some **predicament** with one’s character, relationships or privacy. Some use it to target on other’s emotional depression. Others send out bad messages just to bring down a specific person or even **bully** younger students. **Targeting** the emotions may cause a negative attitude towards a person’s social relationship, physical activity, and academic issues. Cyber-bullying, according to research by the Pew Internet Project, occurs to those who share their detailed identities online. As more and more people join social networking sites, they are opening themselves and their personal information up to more people. In a recent study conducted in the higher secondary schools in Bristol, UK 32% of teenagers had experienced having a private e-mail, IM or text messaging forwarded or posted where others could see it, becoming the victim of an aggressive email, IM or text message, or having a rumor spread about them online or having an embarrassing photograph posted online without permission (Lenhart, 2007). Many users who post detailed information do not know the long-run consequence of the information which is online. Thus, a growing number of employers search the Internet for information about applicants before making hiring decisions. Many even may do so for existing employees. In fact, firings for posted content have become so common that it even has its own term: “getting dooced.” originating after a woman was fired for posting content on her blog (Butler, 2006).

Another aspect of social networking that has been **highlighted** very often is the consumption of time. A research conducted in Ohio State University confirmed many of the fears about academic achievements and performance. Although the research was relatively small, the exploratory study found a relationship between college students’ use of social networking sites and less time studying which consequently lead to lower grades. However, when the students were asked whether or not Facebook or any other social network site had an impact on their academic performance, 79% of users said it did not. Students also said it was not having an impact on grades because they weren’t using it frequently enough — even though 65% said they use their account daily or multiple times daily.

All in all, we are all social creatures and social networking provides new ways to connect and interaction between people; and it is a powerful and important tool. There are hundreds of dynamic applications that are improving the way we communicate, work, and live.

Butler, M., Kelley. “CEBS introduces new curriculum for GBA designation.” Employee Benefit News; CareerBuilder.com Oct. 2008
 Lenhart, Amanda. “Teens Online: Forget Sticks and Stones, They’ve Got Mail.” Pew Internet & American Life Project. Jun. 2007



No comments yet

Name

Email

Website

Notify me of follow-up comments via email.

Notify me of new posts via email.

Your comment

Submit

1.- Read the blog entry and list the key advantages and disadvantages mentioned and the corresponding facts or examples given by the writer

ADVANTAGES	FACTS/FIGURES/EXAMPLES
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
DISADVANTAGES	FACTS/FIGURES/EXAMPLES
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

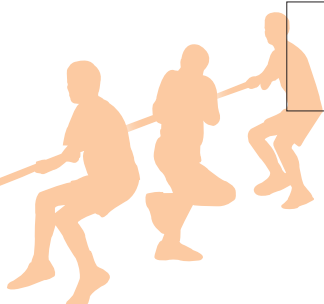
2.- Read the following comments for and against at

http://www.teach-ict.com/latest_topic/topics_socialmedia.php

a) Who do you agree with most? Why?(choose one)

b) Who do you disagree most with? Why? (choose one)

3. Do you think the blogger is for or against social networking? Why?



Pros and Cons: What is your choice?



1. Use the following key words to write arguments and counter-arguments about social networking:

Instant communication

Social networking has become an essential part of our daily lives **because** it enables instant communication

argument and reason

Although social networking allows people to communicate easily, it can reduce the effort of keeping in touch with friends.

counter-argument

Safety

_____ because _____

argument and reason

Although _____, _____

counter-argument

Time consumption

_____ because _____

argument and reason

Although _____, _____

counter-argument

Academic performance

_____ because _____

argument and reason

Although _____, _____

counter-argument



How do you see social networking? Write a comment expressing your opinion about the advantages and disadvantages of social networking. Submit it to your class blog.



1. Look at the poster below and say what kind of danger we are warned against.



Describing and interpreting the poster:

2.1 Write the text message in standard way:

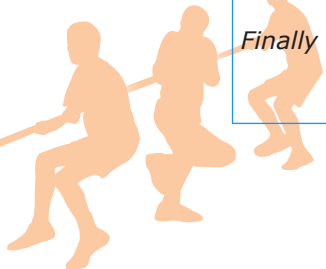


2.2 How many people appear in this picture? Who do you think they are or represent?

3.- Watch the following two videos, which are part of the same campaign. What happens? Try to list the events that take place in each story.



Julie's story	Boy's story
First,	First,
Second,	Second,
After that,	After that,
Then	Then
Finally	Finally



1. What do you think the expression "Once posted you lose it" refers to?

2. Watch the video at <http://www.youtube.com/watch?v=CE2Ru-jqyrY&feature=related> and sequence the sentences below:



hundreds could have it

post it and anyone can take it

remove it today and it could reappear anytime

it can be passed around

it can be traded and given to other people

3. What does the video warn teens against? Complete the following sentences:

The video report the risks of _____

It warns against wearing _____

It advises teens to _____

4. Read the following extract about the terms and conditions you agree when your create a social network site. What happens to the files and content you have uploaded?

You may remove your User Content from the Site at any time. If you choose to remove your User Content, the license granted above will automatically expire, however you acknowledge that the Company may retain archived copies of your User Content.

According to the terms and conditions, _____



Do you know anyone who has had a bad experience because of the content uploaded? What happened? What do you think the solution for this problem is? Share your opinion with your classmates.

No comments yet

Name

Email

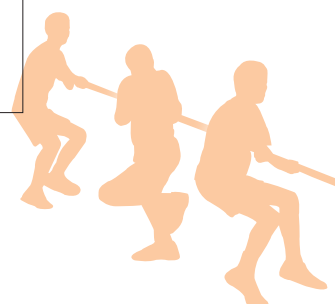
Website

Notify me of follow-up comments via email.

Notify me of new posts via email.

Your comment

Submit



Section 4: The future



What will tomorrow's new technology bring us?
What do you think the future of social networking sites and communications are?

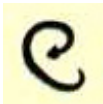
Many strategists foresee a convergence of devices, creating one supercapable, portable widget that handles computing, communications, scheduling and finances. Another possibility is that cheap computing power will simply add intelligence to everything from our appliances to our clothing, and every object will join into an organically linked network. Other people see a need for electronics that can help us communicate in different and unorthodox ways--moving beyond mere voice and the written word

1. Read the expert's opinion and complete the following predictions:

1. There will be a
2. Our appliances and clothing will
3. New electronic devices will help us

2. Visit the following website and see the presentation on the ten coolest future devices. In your opinion, which one is the best and why?

http://www.forbes.com/2005/10/20/cx_gd_1024featslide_comm05.html?thisSpeed=35000



Device	Possible Applications
1.	⇒
2.	⇒
3.	⇒
4.	⇒
5.	⇒
6.	⇒
7.	⇒
8.	⇒
9.	⇒
10.	⇒

Conclusion: In my view, the best future device is

Compare the previous view of the future with the future shown in the following video. What will the future of communication be like? In your opinion, what will the main problems be?

FINAL TASK

1. You will prepare an opinion entry for blog or the school e-zine giving your opinion about the world of communications and social networking in your school, among your friends and relatives.
2. Later, this entry will be the basis for your contribution to the radio programme, "This is Life".

E-zine

Home School News Opinion

The World of Communications and Social Networking at IES

Join in!

Help us to produce this e-zine, which you can read on the centre's website.

We want to know your opinion about the use of social networking sites and other communication tools at our school. Is it affecting social relationships or our daily behaviour in a positive or a negative way? We also want to hear your ideas about how to apply these tools and also how to prevent problems. For example, do you think that teachers and students should be friends on social networks?

The e-zine can have photos - and of course sound files, videos and lots of links to other websites

How Are We Connecting With Social Networks at our school?
A look at some of the ways (good and not so good) of social networks.
Welcome to "This is Life" Today we want to hear your opinions. What has been your experience and that of your friends? Is it affecting your academic results? Should its use be banned at school?



ESL-Podcast
Listen Learning Guide
How are you connecting with social networks at your school?
Tags: Social networks, communication,



SELF- ASSESSMENT

LISTEN

I can understand the main point of talks and dialogues, if the topic is familiar to me.
I can take notes and complete forms.

My skills My goals

I can understand the main idea of short TV programmes or promotional trailers.

I can understand the main points of podcasts, if the topic is familiar to me.

Others,

READ

I can understand the main points and ideas in blog entries, short articles and posters if the topic is familiar to me.

I can understand the information given by tables, graphs and charts.

I can understand the main point of articles or interviews where someone expresses his/her personal opinion on a current issue.

Others,

TALK

I can ask and answer questions about preferences and habits.

I can take part in short conversations expressing opinions and giving information.

Others,

SPEAK

I can give opinions and information about topics which are familiar to me.

I can speak about my personal experience and my habits.

Others, *I can present the data and figures given by a graph*

WRITE

I can write blog entries and simple texts giving my opinion about topics which are familiar to me. I can use linkers to join sentences.

I can write emails giving information about a topic that is familiar. I can also summarize information and write brief abstracts.

Others, *I can take notes and I can write a short paragraph describing the results of a survey*



LEARNING LOG
What have I learnt?

Useful language

