

# Teacher Resources

## Objective 048

### Online Communication

All activities and handouts in this packet are provided for your convenience as you teach this unit. They are optional. However, spending a total of 30 hours on this objective is expected according to CASAS EL Civics requirements.

#### **Introductory Activities**

Use *Online Communication Overview* Powerpoint (Resource from Torrance Adult School EL Civic Obj. 48) to review online communication tools and various social media platforms/uses.

- <https://docs.google.com/viewer?a=v&pid=sites&srcid=dGFzdHVzZC5vcmd8ZWxjaXZpY3MtdGFzGd4OjUzODczMmlxODRjNDQ5Zjk>
  - Use this Powerpoint as a review to prepare for tasks and again as a summary at the end of task preparation.
- Use OBJ. 48 Vocabulary list (in packet) to review terms related to tasks.  
Ideas:
  - Students create flashcards in Quizlet
  - Play Vocabulary Bingo online (edit card with different words at myfreebingocards.com) Students go to: <https://mfbc.us/m/vraipr>
- Survey students about online communication using Kahoot discussion  
<https://create.kahoot.it/share/el-civics-obj-48-online-communication-survey/92066b59-ac41-4cd4-ab2d-3019fe55b767>

#### **Practice for Task 1: Online Communication Survey**

Beginning 1-3 only

Students will survey up to 5 people about their experiences using online communication tools.

- Students do a practice survey about online communication (Handout 1)
  - Have students identify online communication tools in interactive quiz at Quizizz.com. Use link:  
<https://quizizz.com/admin/quiz/5d22531da54b3a001d959170/obj-48-identify-communication-tools>
  - Search for “OBJ. 48 Identify Communication Tools” Quiz
- Students think about the different functions of social media platforms (Handout 2)

## **Practice for Task 2: Interpret an Online Message**

All Levels (Beginning 1- Advanced)

Students will interpret a social media posting and respond to level appropriate questions about its content, format, tone, and message.

- Students learn how Twitter posts work (Handout 3)
- Students interpret a business Yelp post (Handout 4-5)
- Students interpret an MSJC Twitter post (Handout 6)
- Teacher creates a Twitter, Facebook, or Instagram page/group for ESL class.
- Class creates a unique hashtag for students to use when posting/commenting.

## **Practice for Task 3: Respond to an Online Message**

Intermediate 1- Advanced only

Students will write a well drafted and properly formatted response to an email.

- Use “Email Basics” Powerpoint to review parts of an email, how to write effective messages, and to practice sending emails for different authentic purposes.
  - For more practice:
    - Teacher sends an email to all students requiring a response. Students reply to teacher. Sample email topics:
      - What are your learning goals for the term?
      - What are three new vocabulary words you learned this week?
      - How do you practice using English at home?
- Students rewrite an ineffective email (Handout 7)

### **Additional Practice Activities for Tasks 1-3**

- Students view sample Twitter or Yelp posts using their phones in class
- Teacher uses Elmo or doc cam to project sample post on personal phone
- Students get into groups and all take a look at a Twitter or Yelp app if someone either has it or is willing to download it or is willing to use data to connect on the Twitter website via search engine.
- Assign research homework where students have to:
  - Talk to a younger family member, neighbor, or classmate to see what is on the different media platforms.
  - Report back to class about what they learned, noting the characteristics of the various apps and sites.
  - The class could even divvy up which students will explore which media and then do a big compare/contrast.

## Practice for Task 4: Online Discussion using Google Docs

### Intermediate 1- Advanced

Students will participate in an online discussion about social media with other classes via Google docs. Students will write a summary-response about the discussion results and their experience.

- Students read: “Keep it Clean: Social Media Screenings Gain in Popularity”  
<https://www.businessnewsdaily.com/2377-social-media-hiring.html>
- Students watch: How Social Media Can Cost Someone Their Job”  
<https://youtu.be/ZX1rHHp8WDw>
- Students prepare for online discussion about social media in business and employment in groups of 4 (Handout 8)
- Students plan and organize a summary-response after online discussion (Handout 9)
- Students write the summary-response and give to teacher for feedback

\*\*\* *Note: The topic of social media in the business place is the practice topic. For the task, the students will be brainstorming, working in groups, and writing about something else. See CONFIDENTIAL packet.* \*\*\*

## OBJ. 48 - Vocabulary for Online Communication

Adapted from Longman Dictionary of Contemporary English Online ([www.ldoceonline.com](http://www.ldoceonline.com))

acronym:	a word made up from the first letters of the name of something (for example, “laughing out loud” = LOL)
app:	short for “application;” piece of technology; program on phone or tablet
asynchronous:	users log into computer at different times (e.g. email)
attachment:	a document or file that is sent with an email message.
body:	message of an email
CC:	stands for “carbon copy” and shows the recipient who will receive a copy of the email (BCC = “blind carbon copy” and does not appear to recipient)
content	any media posted online
comment:	public response to an online posting
data:	information or facts
delete:	remove something that has been stored on a computer or the Internet
digital citizenship:	the ability to participate in society online; includes Internet safety, netiquette, and effective use of online tools and resources
draft:	unfinished email saved to be edited and sent later
download:	to move information or programs from the Internet to a local computer
edit:	make changes to something you have already written
e-mail:	messages sent from one person to another using a computer
emoticon:	special symbol used to show emotion online, often by making a picture. Example: :- ) looks like a smiling face and means you’re happy.
forward slash:	a line (/) used in writing to separate words, numbers, or letters
hashtag	a word or phrase preceded by a hash sign (#) used on social media websites to identify messages on a specific topic
header:	part of an email that contains the sender, recipient, date, time, CCs and subject
interacting:	talking or working with other people

Internet:	a computer system that allows millions of computer users around the world to exchange information
lurking:	reading what other people are writing to each other online, but not writing any messages yourself
netiquette:	online manners; good behavior on the Internet
online:	connected to or available through the Internet
platform	various online and social media websites (e.g. Facebook, Snapchat, and Twitter)
post:	share a message on the Internet so that others can see it and reply
recipient:	person who receives a message
reply:	to answer someone; respond to a post or message
sender:	person who sends a message
SHOUTING:	using ALL CAPS (capital letters) is the online equivalent of shouting, unless you're using an acronym (e.g. FAQ or BRB).
signature:	part of an email where the sender includes name, affiliation and contact information
spam:	email messages that a computer user has not asked for and does not want to read (e.g. advertising)
subject line:	topic an email is about
submit:	to agree to something; when you press the "submit" button online, you are sending an answer, purchasing an item, etc.
synchronous:	users are logged into computers at the same time (e.g. video chat)
tone:	the general feeling
trending	currently popular or widely discussed online, especially on social media websites
update:	most recent news or information about something
upload:	move information from a local computer to the Internet, often so that other people can see or use it
username:	part of an email address that identifies the user

Adapted from Torrance Adult School EL Civics Obj. 42

## For Task 1: Online Communication Survey

### HANDOUT 1

	John	Suzy	Name	Name	Name
<b>Question 1: What is your favorite social media?</b>	Facebook	Snapchat			
<b>Question 2: How do you stay in contact with family and friends?</b>	Facebook	Facebook			
<b>Write your own question below:</b>  <b>Question 3:</b>					

### Survey Results:

What did you learn from your survey?

What did most people say?









### To share your results, use the phrases below:

I learned \_\_\_\_\_ from my survey.

Most people said \_\_\_\_\_ for Question 1.

**For Task 1**  
**How Do You Use Social Media?**

Using the choices below, label how you use each social media platform. You might use one platform in multiple ways.

- a. To connect with people and brands online
- b. To find and share photos, video, and live video
- c. To find, discuss, and share news, information, and opinions
- d. To discover, save, share, and discuss new and trending content and media
- e. To find, review, and share information about brands, products, and services, restaurants, travel destinations and more

## For Task 2

### Sample Twitter Post

Below is a sample classroom Twitter conversation, started by a teacher. He posed a question and students replied. All students can see each others' comments (called "tweets"). Each tweet is limited to 140 characters (including spaces and punctuation), so you have to be short and sweet with your responses!

Original post

Replies

**Sean Dowling** @SeanDowlingw4l 21h  
When you were a child, where did you like going on your holidays? Why? #w2eM5 #w2eI #w2e  
Collapse Reply Retweet Favorite More  
2:59 AM - 9 Jun 13 · Details

Reply to @SeanDowlingw4l

**Student One** @S1web4learning 21h  
@SeanDowlingw4l I liked to go to the sea. It was very far from my hometown to the sea. It makes the trip to the sea became special for me.  
Expand

**Student Three** @S3web4learning 20h  
@SeanDowlingw4l I always expected to have holidays so i can go to see my grandparents in the countryside. I felt free away from my parents.  
Expand

**Student Two** @S2web4learning 20h  
@SeanDowlingw4l My father worked in cargo airline. He send us to travel to diferent cities in my country.  
Expand



## For Task 2

### Interpret a Yelp Post

**Directions:** Read the following Yelp post and answer the questions that follow.



Find tacos, cheap dinner, Max's

Near Torrance, CA

[Home](#)
[About Me](#)
[Write a Review](#)
[Find Friends](#)
[Messages](#)
[Talk](#)

### King's Hawaiian Bakery & Restaurant






1216 reviews

[Rating Details](#)

Categories: [Bakeries](#), [Hawaiian](#)

2808 Sepulveda Blvd  
Torrance, CA 90505  
Neighborhood: Torrance

(310) 530-0050  
[kingshawaiianrestaurants.com](http://kingshawaiianrestaurants.com)

 [Explore the Menu](#)

**Hours:**  
Mon-Thu 6 am - 10 pm  
Fri-Sat 6 am - 11 pm  
Sun 7 am - 10 pm

**Good for Kids:** Yes

**Accepts Credit Cards:** Yes

**Parking:** Private Lot

**Attire:** Casual

**Good for Groups:** Yes

**Price Range:** \$\$\$\$

**Takes Reservations:** Yes

**Delivery:** No

**Take-out:** Yes

**Waiter Service:** Yes

**Outdoor Seating:** No

**Wi-Fi:** No

**Good For:** Breakfast, Lunch, Dinner, Dessert

**Alcohol:** Beer & Wine Only

**Noise Level:** Average

**Ambience:** Casual

**Has TV:** No

**Caters:** Yes

**Wheelchair Accessible:** Yes

### Recommended Reviews for King's Hawaiian Bakery & Restaurant

Search Reviews

**Review Highlights** [What's this?](#)



"We usually bring home a **Paradise Cake** & a Chocolate Dobash cake."  
In 328 reviews



"I love the **huli huli chicken**, kalbi short ribs and Kalua Pork."  
In 76 reviews



"The **french toast** was light and sweet (but not too sweet)."  
In 120 reviews

**Rating Distribution | Trend**



Rating	Count (approx)
5 stars	15
4 stars	25
3 stars	10
2 stars	5
1 star	2

## Task 2 Practice

### Interpret an Online Message

**Directions:** Answer these questions about the Yelp review.

1. What is the name of the business being reviewed?

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2. What is the average rating for this business? \_\_\_\_\_

3. Are the “Review Highlights” appropriate for this business? Why or why not?

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4. \_\_\_\_\_

5. Does this business accept credit cards? \_\_\_\_\_

6. What are two ways a customer get more information about this business?

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**For Task 2**  
**Interpret an Online Message**

Directions: Read the Twitter post and answer the questions in the chart.



Question	Answer
1. Who created this post?	
2. Who are the recipients of this post?	
3. What is the tone of this post? How do you know?	
4. What is the purpose of this post?	

### For Task 3

### Rewrite an Email Message

**Directions:** Work with a partner to label the parts of the email message below. Then, on another page, rewrite the email message to be clearer. Remove unnecessary words and try to make the email shorter. Check the grammar, spelling, punctuation and tone. Is it appropriate for the recipient? Is everything clear, well-structured and easy to understand? After you rewrite the email, write a reply as if you were the teacher. What would you say to this student?

From: Julie Smith <jsmith@gmail.com>  
 Date Sent: January 13, 2019  
 To: Ima Teacher <imateacher@msjc.edu>  
 Subject: VERY IMPORTANT MATTER!!!

I was in your class. Was very busy and did not go to school in December. Where is my coupon? Why didn't I get a coupon? I tried to register. They want me to pay full price. I don't want to pay full price because I should have a coupon.

I am a very good student. Every day I go to register. They tell me the same thing. I must pay full price and too late for coupon now. I don't like it when they tell me that.

Where is my coupon??????

Julie

1. Label the **header**, **body** and **signature** of this email message.
2. TO whom is the message addressed (the recipient)? \_\_\_\_\_
3. Who is the message FROM (the sender)? \_\_\_\_\_
4. What is the SUBJECT of this email? Is it appropriate to the topic of the message? Why or why not?  
 \_\_\_\_\_  
 \_\_\_\_\_

## Task 4: Step 1

### Social Media in Business and Employment

#### Online Discussion

**Directions:** Get into a group of four students. Discuss the following questions with your group. Provide a well-written response to each question. Make sure you review your responses carefully. You will share these with the class in a Google doc.

Google doc link:

<https://docs.google.com/document/d/1zKotGamluHNt5z9swewwXMnKFI1-PhBpJ5njGghaAnk/edit?usp=sharing>

1. What are the positive effects of social media on a business?
2. What are the negative effects of social media on a business?
3. How can social media affect someone's employability? Give an example.

**Task 4: Step 2**  
**Writing a Summary-Response**

Write a one-page summary-response about our online discussion. Use your group notes from the discussion and this handout to help you plan and organize your response.

**Summary**

What most groups said for question 1:

*Most groups agreed that....*

What most groups said for question 2:

*Some people said...*

What most groups said for question 3:

*Overall, most classes believed...*

**Response**

What did you learn from this discussion about social media?

Did any responses surprise you?

Did you enjoy collaborating with others in an online discussion? Why or why not?

What are the benefits of collaborating with others online?