# EL Civics

**COAAP #48.1 – Online Communication**

***Effectively use online tools to communicate and collaborate with others.***

**Student Activity Packet**

**Level: Intermediate High**

******

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |
| --- |
| To the Student:  EL Civics is a program that helps people who are new to the United States. You are going to study some EL Civics lessons. These lessons will help you connect learning English with your life, and the lessons will reflect your experiences as a community member, parent, and participant in the workforce. This student activity packet contains two tasks that you will learn about and practice:   * Task 1: Demonstrate understanding of common uses of internet and conventions specific to online communication * Task 2: Identify parts of an email, and answer questions about it * Task 3: Given a scenario, write an email that constructs a claim, using appropriate style, tone, register and format   After you complete these lessons, you will take a test that will assess your understanding and application of the material.  The test date is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

## Task 1: Demonstrate understanding of common uses of internet and conventions specific to online communication

Assessment Task: (20 points possible) You will identify common ways the Internet is used for communication, and label acronyms and emoticons commonly used in online communication.

## Task 1 Handouts Provided

Handout 1: Vocabulary: Types of Online Communication

Handout 2: Activity/Practice 1

Handout 3: Vocabulary: Abbreviations, Acronyms & Features

Handout 4: Activity/Practice 2

Handout 5: Discussion/Conversation Questions

Handout 6: Activity/Practice 3

Handout 7: Practice Evaluation

### Task 1 – Handout 1

#### VOCABULARY: Types of Online Communication

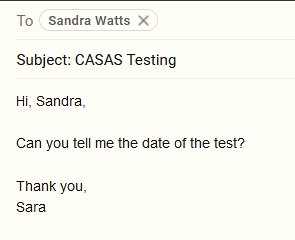
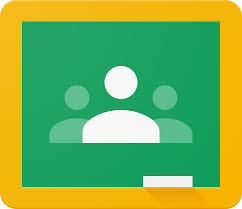
Directions: Look at the pictures below. What type of online communication is in each picture? Label each picture using a word or phrase below.

email social network Zoom

text message Google Classroom job networking

### Task 1 – Handout 2

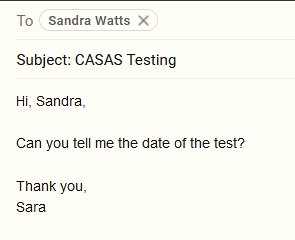
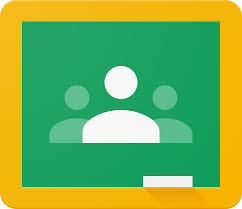
#### ACTIVITY/PRACTICE 1: Types of Online Communication

Directions: Write the letter of the definition under each picture. Then write the type of communication (you can look at the previous page if you need to).

|  |  |  |
| --- | --- | --- |
| 1. a website where people share information and photos | 1. message sent from one computer to another | 1. a typed message from one phone to another |
| 1. a platform used for video conferences or meetings | 1. a website that is for people looking for jobs and information about jobs | 1. an online classroom where you can post lessons and assignments |

### Task 1 – Handout 3

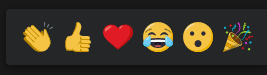
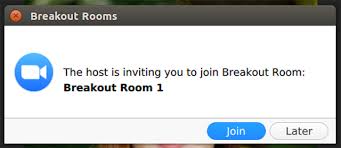
#### VOCABULARY: Abbreviations, Acronyms & Features

**Abbreviation:** a short way to say something (Thx = thanks)

**Acronym:** use the first letters only (BRB = Be Right Back)

**Feature**: a specific part of something (a casino is a feature of Las Vegas)

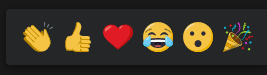
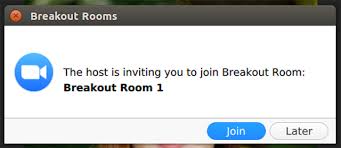
Directions: Look at the abbreviations, acronyms and features. Match them to the meanings.

1. @
2. LOL
3. 
4. OMG
5. b4
6. www.wikipedia.org
7. IDK
8. 
9. u
10. ttyl
11. OMW
12. 
13. Zoom reactions
14. before
15. Netiquette (correct way to communicate on the internet)
16. talk to you later
17. at
18. you
19. laugh out loud
20. on my way
21. I don’t know
22. Zoom breakout rooms
23. link
24. oh my goodness

### Task 1 – Handout 4

#### ACTIVITY/PRACTICE 2: Abbreviations, Acronyms & Features

Directions: Look at the abbreviations, acronyms and features again. Without looking at the previous page, write the definitions for each.

1. @
2. LOL
3. 
4. OMG
5. b4
6. www.wikipedia.org
7. IDK
8. 
9. u
10. ttyl
11. OMW
12. 

**Edit:** Look back at the previous page. Check your answers. How many did you get right?

### Task 1 – Handout 5

#### DISCUSSION/CONVERSATION QUESTIONS: Internet Uses

**& Communication**

Directions: Ask and answer the following questions with a partner

1. Do you have a smartphone? What kind?
2. Do you text? How many texts a day do you send?
3. Who do you send the most text messages to?
4. What is an emoji? Do you use them?
5. What are some text abbreviations in YOUR language?
6. How do you video chat? (WhatsApp, Facetime)
7. Do you have email? What company (yahoo, gmail, aol)?
8. Are you on Facebook or Instagram? How often do you check them?
9. What do you use the Internet for? (shopping, paying bills, learning English)
10. Do you use technology to communicate with your teacher or your school?
11. What are your favorite apps? Why?

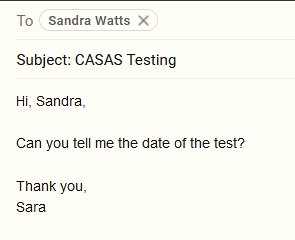
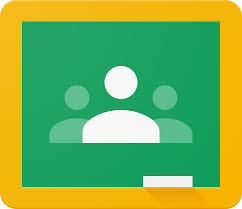
### Task 1 – Handout 6

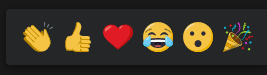
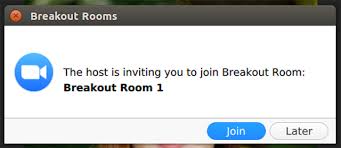
#### ACTIVITY/PRACTICE 3: Online Communication

Directions: Quiz your partner. Student A asks Student B, “What is this?”. Only Student A

can look at the answers on the previous pages. Then switch roles.

OMG LOL IDK @

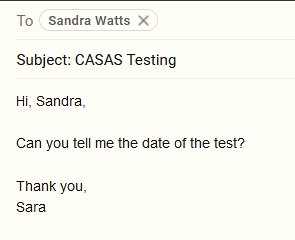
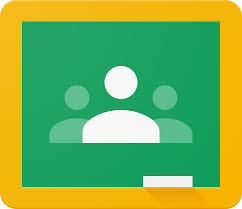
www.google.com u b4

OMW  ttyl

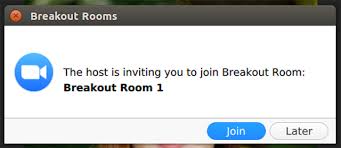
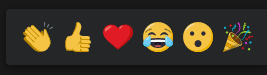
### Task 1 – Handout 7

#### PRACTICE EVALUATION: Online Communication

* 1. Directions: write the words next to the picture.

1. 
2. 
3. 
4. 
5. 
6. 

### Task 1 – Handout 7, cont.

1. Directions: write the word or words next to the abbreviation, acronym or feature.
2. b4
3. LOL
4. @
5. [www.wikipedia.org](https://rsccd-my.sharepoint.com/personal/watts_sandra_sac_edu/Documents/48.1%20Online%20Communication/1%20Beginning%20Low/www.wikipedia.org)
6. u
7. OMG
8. 
9. IDK
10. ttyl
11. 
12. OMW
13. 

## Task 2: Interpret an online message

Assessment Task: (10 points possible)

Given an email, you will answer 5 questions about content, format, style, and tone.



## Task 2 Handouts Provided

Handout 1: Vocabulary: Email

Handout 2: Activity/Practice 1: Email Form and Content

Handout 3: Mini Lesson: Attachments

Handout 4: Activity/Practice 2: Identify Parts and Content

Handout 5: Practice Evaluation: Interpret an Email



### Task 2 – Handout 1

#### VOCABULARY: Email

Directions: Look at the pictures. Say the words out loud. Copy the words.

| **Word** | **Meaning** | **Image** | **Copy** |
| --- | --- | --- | --- |
| 1. recipient | the person who  receives an email, letter or gift | man received a letter |  |
| 1. sender | the person who sends an email,  letter or gift | person sending a letter |  |
| 1. purpose | the reason for something (why?) | meeting today, work problem |  |
| 1. contact information | how a person  can contact you, a phone number or email address | contact us with pictures of letter and phone |  |
| 1. tone | the feeling of the email (professional or personal?) | man in suit man in jeans and t shirt |  |
| 6. attachment | something you send with an email; a document or picture | pdf attachment symbol |  |

### Task 2 – Handout 2

#### ACTIVITY/PRACTICE 1: Email Form and Content

Directions: Look at the email. Discuss all the parts of the email with your teacher. Then answer the questions.

| **EMAIL** |
| --- |
| **From:**  susieq@yahoo.com **sender’s email** |
| **To:** kgarcia@hotmail.com  **recipient’s email** |
| **Subject**: Birthday Party   **subject** |
| p d f attachment symbol**Invitation.pdf attachment** |
| Hi Karen, **recipient’s name**    How are you? Our son’s birthday party is next week. Please let us know if you can come by Friday. See you soon!  Sincerely,  Susie Shaw      **sender’s name**  (310) 555- 0010   **contact information**    **tone: is it professional or personal?** |

Adapted with permission from LBSA, 2020

1. What is the purpose of the email?
2. What information does the sender request?
3. What is the subject?
4. Does the subject correctly describe the content?
5. Is an attachment included? Is it a document or a picture?
6. What are 2 ways that you could contact the sender?
7. What is the tone of the email? Professional or personal? Is it appropriate?

### Task 2 – Handout 3

#### MINI LESSON: Attachments

**Attachments:** Attachments are other things (like documents or pictures) that you connect to an email, so you can send other things with the email. You can see what kind of attachment it is by looking at the **file format** or **extension** (the letters after the period).

For example: syllabus.docx  The letters “docx” after the point/period means it’s a document.

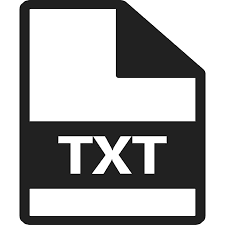
                    flower.png      The letters “png” after the period mean that it’s an image.

They are often represented by a symbol that looks like a paper with a folded corner.

Here’s an example of a Word Document attachment (.doc):



Look at the examples below: which are documents? Which are images? Fill in the table.

**.gif .jpg .txt .pdf .png**

| Document File Formats | Image File Formats |
| --- | --- |
| .doc |  |
|  |  |
|  |  |

Check your answers with the teacher. How many did you know? Do you know some other formats or extensions?

### Task 2 – Handout 4

#### ACTIVITY/PRACTICE 2: Identify Parts and Content

Directions: Look at the email and label the parts. Then answer the questions.

| **EMAIL** |
| --- |
| **From:**  marksmall@gmail.com |
| **To:** mayor@orange.gov |
| **Subject**: Parking |
| **symbol for png attachment** |
| Dear Mr. Mayor,  We have a big problem in my neighborhood. My street has a lot of trash. Trash is ugly and makes my neighborhood look bad. Can you send someone to clean it up?  Thank you for your help.  Best Regards,  Mark Small  (562) 555- 7070  (Tone) |

Adapted with permission from LBSA 2020

1. What is the purpose of the email?
2. What information does the sender request?
3. What is the subject?
4. Does the subject correctly describe the content?
5. Is an attachment included? Is it a document or a picture?
6. What are 2 ways that you could contact the sender?
7. What is the tone of the email? Is it appropriate?

### Task 2 – Handout 5

#### PRACTICE EVALUATION: Interpret an Email

Directions: Look at the email and answer the questions.

| **EMAIL** |
| --- |
| **From:**  tomhanks@gmail.com |
| **To:** ritaworth@aol.com |
| **Subject**: Movie Night |
| j peg symbol **map.jpg** |
| Dear Rita,    We are having a movie night at my house on Saturday. It starts at 7 p.m. We would like to have snacks for everyone. Maybe you could bring chips or soda.  If you can come, please call and let me know, and tell me what snack you would like to bring.  Sincerely,  Tom  (714) 555-8443 |

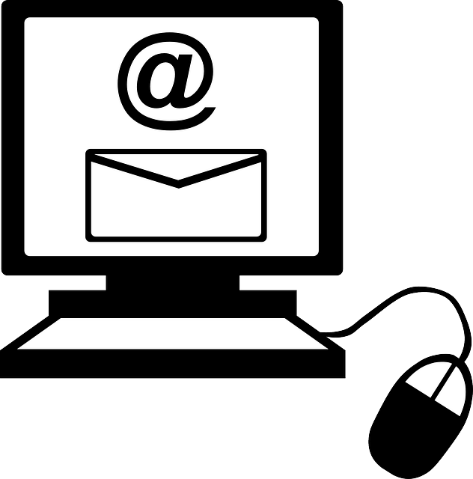
1. What is the purpose of the email?
2. What information does the sender request?
3. What is the subject?
4. Does the subject correctly describe the content?
5. Is an attachment included? Is it a document or a picture?
6. What are 2 ways that you could contact the sender?
7. What is the tone of the email? Is it appropriate?

## **Task 3: Write an email**.

Assessment Task: (24 points possible)

Given a scenario that describes an issue, problem or concern, you will write an email using appropriate style, tone, register and format. Include:

* 1. identify yourself and the topic
  2. construct a claim
  3. provide reasons or facts to support the claim
  4. suggest a solution
  5. provide a concluding statement



## Task 3 Handouts Provided

Handout 1: Vocabulary: Write an Email

Handout 2: Activity/Practice 1: Report by Email

Handout 3: Mini Lesson: Community Concerns

Handout 4: Activity/Practice 2: Interpret an Email

Handout 5: Activity/Practice 3: Construct a Claim

Handout 6: Activity/Practice 4: Write an Email about a Claim

Handout 7: Practice Evaluation



### Task 3 – Handout 1

#### VOCABULARY: Write an Email

Directions: Look at the words, meanings, and examples.

| **Word** | **Meaning** | **Example** |
| --- | --- | --- |
| 1. claim | to say that something is true (it may be true or not; you need to show it’s true) | It rained last night. (How do you know that?). |
| 1. evidence | proof that something is true (reasons why it’s true) | The ground is wet (evidence that it rained). |
| 1. concern | a problem or issue; something that worries you | Driving might be more dangerous (the problem). |
| 1. solution | a way to fix the problem | Check my tires and brakes and drive more carefully. |
| 1. conclusion | an ending; a final statement | If I’m careful, I will be safe on the wet streets. |
| 1. scenario | description of events or possible events; a possible story | The ground is wet because it rained last night. Driving will be more dangerous. You are worried about it. |
| 1. greeting | how we say “hello” or begin an email or letter | In an email, use “Dear \_\_\_”. |
| 1. closing | how we say “goodbye” to finish a letter or email | A professional email uses “Sincerely” or “Regards”. |

### Task 3 – Handout 2

#### ACTIVITY/PRACTICE 1: Report by Email

Directions: A common way to report concerns (to managers, government officials, utility companies) is by email. Look at the example below.

| **Email** |
| --- |
| **From:**  susieq@hotmail.com |
| **To:** publicworks@sa.gov |
| **Subject**: Potholes |
| Dear Public Works,  My name is Susie Shaw and I am worried about all the potholes in my neighborhood. They cause flat tires. They damage many cars, and they slow down traffic.  Please send someone to fix them as soon as possible. They are dangerous for everyone.  Sincerely,  Susie Shaw  (562) 555-9855 |

1. Who is this email to?\*
2. What claim does the email make?
3. What is the evidence for the claim?
4. What solution does the writer suggest?
5. What is the conclusion to the email?

\**Note: if you don’t know the name of the person you are writing to, you can use the department name or “Dear Sir or Madam”.*

### Task 3 – Handout 3

#### MINI LESSON: Community Concerns

Directions: Look at the examples of community problems below. Who could you contact for a solution to the problem? Match the contact to the concern.

| **Concern** | **Contact** |
| --- | --- |
| 1. broken sidewalk | 1. animal control |
| 1. people not wearing masks at Target | 1. police department |
| 1. no crossing guard at the corner | 1. public works department |
| 1. stray animals in the street | 1. restaurant manager |
| 1. restaurant doesn’t have 6 feet between tables | 1. store manager |
| 1. lots of people texting and driving in the neighborhood | 1. mayor or city council |

Look at the 2 problems. Work with a partner or group. What could happen? Why are these problems? Give examples or evidence.

**broken sidewalk**

**stray animals**

### Task 3 – Handout 4

#### ACTIVITY/PRACTICE 2: Interpret an Email

Directions: Read the email. Then answer the questions.

| **Email** |
| --- |
| **From:**  hwright@hotmail.com |
| **To:** mayorpulido@sa.gov |
| **Subject**: Crossing guard |
| Dear Mayor Pulido,  My name is Henry Wright, and I live near the corner of Pine Ave. and First St. It’s a very busy corner and difficult to cross.  Many people cross the street there, including children who are going to school. Many cars don’t stop. Some people have to try and run across.  We need a crossing guard to help protect the people who live here. It’s a dangerous situation.  Sincerely,  Henry Wright  (714) 555-3899 |

1. Who is this email to?
2. What claim does the email make?
3. What is the evidence for the claim?
4. What solution does the writer suggest?
5. What is the conclusion to the email?
6. What is the subject, the greeting and the closing? Are they appropriate?

### Task 3 – Handout 5

#### ACTIVITY/PRACTICE 3: Construct a Claim

Directions: Read the scenario below. You are going to construct a claim: state the concern, show the evidence, give an idea for a solution, and state a conclusion.

*You are a customer of AT&T. The internet service goes out frequently. You and your children need the internet to attend class, do shopping and pay bills. Your neighbors are having the same problem.*

Answer using the scenario:

1. Identify yourself
2. What is your concern (your claim)?
3. State the evidence (why is it a problem)?

1. Give an idea for a solution

1. Write a conclusion

Write your claim using the information you wrote above. Use complete sentences.

### Task 3 – Handout 6

#### ACTIVITY/PRACTICE 4: Write an Email about a Concern

Directions: Read the scenario below. Then write an email to the manager about your concern. Be sure you **identify yourself and the concern**, give **evidence**, suggest a **solution** and give a **conclusion**.

*You go shopping at Costco.  You wear a mask and expect that other customers will wear masks also.  You see a few customers who aren’t wearing masks.  You also see some cashiers who are not wearing masks*. *You are concerned because you know the health guidelines, and Costco has a sign outside requiring masks.*

| **Email** |
| --- |
| **From:** student11@gmail.com |
| **To:** manager@costco.com |
| **Subject:** |
|  |

**Now look again at the email. Did you:**

* include a subject?
* identify yourself?
* use an appropriate greeting, closing, and give your contact information?
* state your claim AND evidence?
* suggest a solution and include a conclusion?

### Task 3 – Handout 7

#### PRACTICE EVALUATION: Write an Email

Directions: Read the scenario below. Then write an email to the manager about your concern. Be sure you **identify yourself and the concern**, give **evidence,** suggest a **solution** and give a **conclusion**.

*You live on Flower Street. The sidewalks along your street are broken in many places. A lot of children and elderly people live in your neighborhood. You know that a lot of your neighbors walk their dogs, play outside, or just take a walk in the morning or evening.*

| **Email** |
| --- |
| **From:**  neighbor22@aol.com |
| **To:** publicworks@sa.gov |
| **Subject:** |
|  |