

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Inglês

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**MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS**

**Belo Horizonte  
2014**

Priscila Petit Passos Sérvio

## **MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS**

### **Versão final**

Trabalho de conclusão de curso apresentado ao Programa de Pós-Graduação *latu sensu* em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais.

Orientador: Ricardo Augusto de Souza

Belo Horizonte  
2014



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Inglês

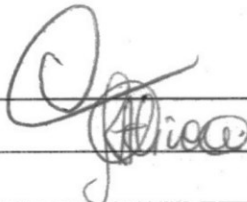
ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO DE Priscila Petit Passos Sérvio, matrícula 2010714105.

Às 10:10 horas do dia 06 de agosto de 2014, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do CEI, para julgar, em exame final, o trabalho intitulado "Material Didático para o Ensino de Inglês " requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a Presidente da Comissão, Profa. Dra. Ana Larissa Adorno Marciotto Oliveira, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho de conclusão de curso, passou a palavra à candidata para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores, com a respectiva defesa da candidata. Logo após, a Comissão reuniu-se sem a presença da candidata e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Profa. Dra. Ana Larissa Adorno Marciotto Oliveira, da UFMG, indicou a aprovação da candidata;  
Prof. Danilo Duarte Costa, da UFMG, indicou a aprovação da candidata;  
Profª. Janaina Henriques(suplente), da UFMG, indicou a aprovação da candidata

Pelas indicações, à candidata foi considerada aprovada.

O resultado final foi comunicado publicamente à candidata pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Belo Horizonte, 06 de agosto de 2014.

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

*Marina Mendonça Carneiro*

Profa. Dra. Marina Mendonça Carneiro  
Coordenadora do Curso de Especialização em Língua Inglesa  
Faculdade de Letras/UFMG

## Resumo

Este trabalho tem como objetivo desenvolver as quatro habilidades comunicativas na língua inglesa: leitura, audição, conversação e escrita. Consiste em duas unidades didáticas, acompanhadas por um guia do professor. A gramática é praticada de forma indutiva, através de textos escritos e orais trazidos de cenários do mundo real, com o objetivo de alcançar uma compreensão discursiva, mais realista e eficaz. Os conteúdos das unidades foram elaborados para alunos de Inglês como Segunda Língua na adolescência ou 20 anos, ambas as faixas etárias com níveis intermediários-avançados de proficiência. A fim de trazer conteúdos interessantes e atraentes para tal público, o mundo da Internet foi escolhido como a fonte das material linguístico para as unidades. O foco de conhecimento crítico deste trabalho é a relação complicada entre a conexão virtual e a interação pessoal na realidade, portanto, ambas as unidades convidam os alunos a pensar sobre o quão conectados e desconectados podemos estar no mundo de hoje. Neste contexto, os memes (na Unidade 1) e as seções de conselhos de redes sociais (na Unidade 2) foram usados como cenários reais em que os alunos podem experimentar um inglês muito vivo e atualizado, e como exemplos de como o texto escrito pode ter uma qualidade de fala. Um meme é o tema da Unidade 1: "Forever Alone" - um jovem solitário virtualmente invisível que tenta, sempre sem sucesso, ser notado pelos outros. Este gênero é utilizado para praticar o uso de pronomes indefinidos, artigos, pronomes pessoais e possessivos e conjunções. A popularidade dos aconselhamentos em redes sociais é usada na Unidade 2; adolescentes e jovens do século XXI utilizam esses ambientes virtuais para pedir todo tipo de sugestões, sinal de que suas vidas não contam com a presença de familiares ou amigos íntimos, com os quais poderiam discutir seus problemas de forma mais direta e reconfortante. Ela propõe o estudo de uma palavra muito frequente, *like*, usada para relatar a fala e o pensamento, e uma expressão muito frequente, *sort of*, usada para atingir uma suavização cautelosa da linguagem. Para tanto, destaca a utilização do corpus como ferramenta extremamente útil quando o professor lida com o ensino de vocabulário. Além disso, existe também um conteúdo gramatical tradicional: pronomes relativos. Uma combinação de consciência de gênero linguístico e discussões significativas é o caminho escolhido por este material de ensino para mostrar aos alunos como falantes nativos organizam estrategicamente as conversas e o discurso escrito, provando ser uma forma poderosa de aumentar o aprendizado.

Palavras-chave: Gramática Indutiva; Consciência de Gênero Linguístico; Memes; Aconselhamento em Redes Sociais, Solidão e Tecnologia.

## Abstract

This work aims to develop the four communicative skills in the English language: reading, listening, speaking, and writing. There are two teaching units, accompanied by a teacher's guide. The grammar is practiced in an inductive way, through written and oral texts brought from real world scenarios, with the goal of achieving a discourse-based, more realistic, and effective understanding. The contents of the units were created for students of English as a Second Language in their teens or 20s, both age groups with upper intermediate-levels of proficiency. To bring interesting and appealing contents to such an audience, the internet world was chosen as the unit's source of language material. The critical literacy focus of this work is the complicated relationship between virtual connection and real-life personal interaction, so both units invite students to think about how connected and disconnected we can be in today's world. In this context, the memes (in Unit 1) and social media advice boards (in Unit 2) were used as real scenarios in which students can experience very lively and up-to-date English, and as examples of how written text can have a speaking quality. A meme is Unit 1's theme: "Forever Alone" - a virtually invisible lonely young man who tries, always unsuccessfully, to be noticed by others. This genre is utilized to practice the usage of indefinite pronouns, articles, personal and possessive pronouns, and conjunctions. The popularity of social media advice is used in Unit 2; twenty-first century teenagers and young adults use these virtual environments to ask for all kinds of suggestions, a sign that their lives do not have the presence of family members or intimate friends, with whom they could discuss their issues in a more direct and comforting way. It proposes the study of a very frequent word, *like*, to report speech and thought, and a very frequent expression, *sort of*, as a hedging expression. To achieve that, it highlights the use of a corpus as an extremely useful tool when teachers deal with teaching vocabulary. In addition, there is also a traditional grammar content: relative pronouns. A combination of genre awareness and meaningful discussions is the path chosen by this teaching material to show students how native speakers strategically organize conversations and written discourse, proving to be a powerful way to increase learning.

Keywords: Inductive Grammar; Genre Awareness; Memes; Social Media Advice Boards, Loneliness and Technology.

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## PRESENTATION

This work consists of two teaching units, accompanied by a teacher's guide. It aims to develop the four communicative skills in the English language: reading, listening, speaking and writing. Within this context, there is an indirect practice of grammar, connected to the meaning and use of language. To this end, both written and oral texts were not created specifically for educational purposes, instead, they were drawn from real-world scenarios, so students can interact with real-world language.

The main motivation in creating the two teaching units presented here was effectively deal with students of English as a second language in their teens or in their twenties, both age groups with upper intermediate level of proficiency. The contents of the units were created to be interesting and appealing to such an audience, by dealing with the internet world.

The universe of the Internet, as we all know, is wonderful for facilitating all levels of contact and exchange between humans, but we can say that thousands of people not only take refuge in its comfort and anonymity, but also end up increasing their circumstances of isolation, loneliness, and socialization difficulty. This complicated relationship between virtual connection and personal, real-life interaction is this work's critical literacy focus: both units invite students to think about how connected and disconnected we can be in today's world.

Within this context, memes (in Unit 1) and social network advice boards (in Unit 2) were used as real scenarios within which students can experience a very much alive and current English. A meme, as defined in Unit 1's written text, is an idea propagated through the Internet, which may take the form of a hyperlink, a video, a picture, a website, a hashtag, etc. and can be spread through social networks, blogs, direct mail, among others ([http://en.wikipedia.org/wiki/Internet\\_meme](http://en.wikipedia.org/wiki/Internet_meme)). A meme was chosen to be the theme of Unit 1; it is called "Forever Alone": a virtually invisible lonely young man or woman, who tries, always unsuccessfully, to be noticed by others. "Forever Alone" singularly represents young twenty-first century people, who, daily and in complex ways, deal with an absurd amount of information, but at the same time have an intense difficulty in relating to people, making friends, and having intimate and meaningful human relationships.



The popularity of social networks advice boards is another facet of this world, showing how simultaneously connected and isolated young people can be. They use such virtual environments to ask for all sorts of advice, to ask all kinds of questions, a sign that in their lives there is not the presence of family or close friends, with whom they could debate their questions in a more direct and comforting way.

The two teaching units were organized as follows: Unit 1 begins with a text and a reading activity, followed by reading comprehension questions; there is a listening activity that works with a video, followed by comprehension questions. The unit concludes with a speaking activity and a writing activity.

Unit 2 also starts with a text and a reading activity, followed by a vocabulary activity, to make students able to more confidently answer the reading comprehension questions that follow. There is a listening activity that makes use of a video, also followed by comprehension questions, plus a speaking activity. The unit concludes with an activity that focuses on writing.

In this work, the contents of all the activities that are part of each unit are interconnected. The same can be said of the contents of two units themselves. In addition, this material was not made for profit and can only be reproduced with the permission of the author.

## RATIONALE

This work's theoretical guide is based on Michael Foucault's idea that the language and social practices of a historical time shape what is valued as educational knowledge (socially, culturally, and materially). It is an attempt to create English as a Second Language teaching units that produce "contexts in which awareness-raising and change-producing linguistic tools can be productively discussed, taught, learned and applied" (REX, BROWN, DENSTAEDT, HANIFORD, SCHILLER, 2005, p.115).

Within this context, "discourse analysis plays a key role in helping a much better understanding of exactly how natural spoken and written discourse looks and sounds" (MCCARTHY, 2007, p.12). Moreover:

With a more accurate picture of natural discourse, we are in a better position to evaluate the descriptions upon which we base our teaching materials, what goes on in the classroom, and the end products of our teaching, whether in the form of spoken or written output. (MCCARTHY, 2007, p.12.)

Unit 1's grammar topic consists of the usage of indefinite pronouns. To achieve a discourse based and therefore more realistic and productive understanding of this subject, a particularly interesting genre was used as a discursive tool: the internet meme, specifically the one which is called "Forever Alone". This genre, as Unit 1's writing activity shows, has a headline quality, usually making use of informal, oral-like speech. In most of the cases, it does not contain articles, personal pronouns, possessive pronouns, or conjunctions.

The unit starts by presenting pictures of different Forever Alone memes, all of them sharing the genre's characteristics, initiating the genre's study. The reading activity is a text taken from Wikipedia, where the expression *internet meme* is defined. There is a reading comprehension question subsequently (question 1), that assesses different horizons: letters *a*, *b*, and *c* relate to direct information presented in the text (zero horizon) and letter *d* is a problematic horizon item, because students need to reflect critically upon *Forever Alone's* longevity and popularity

The second question brings more pictures of *Forever Alone* memes, so that students can focus on the fact that many of these memes contain words that relate to indefinite things or people, because their stories are usually about the distance or isolation between the character and all people (*everybody*), all things (*everything*), and they have *no one* to be their friends or partners and they have *nothing to do*. To practice the understanding of the grammar topic, question 2 brings a sequence of original memes texts (taken from the internet) that have a missing word. There is a list of indefinite pronouns to be used by students to complete the task.

At the end of the activity, there is a grammar box, highlighting the conclusion which students have already reached: that indefinite pronouns refer to people or things without saying exactly who or what they are. It is an inductive approach to grammar, where students

(...) work out rules for themselves. Inductive grammar teaching is useful for a number of reasons. It can involve the students more fully as thinking people with ideas of their own and thus increase motivation. It can involve them more fully in understanding the language as they work out different rules for forming and using English. It can also help clear up misconceptions they have and make it clear to you, the teacher, what ideas they have about how grammar works. (<http://www.cambridge.org.br/for-teachers/teaching-tips/a-z-of-methodology?inductive-grammar&id=25>).

The next question, number 3, aims to continue the study of the unit's genre by making students compare the informal language that is characteristic of memes with language that makes use of formal grammar. It brings three examples of how an original meme text can be changed into a grammar focused text. They work as patterns or models to help students visualize what they need to do in to properly answer the question. Basically, students will insert articles, personal pronouns, possessive pronouns, and conjunctions to the memes and at this moment it is important that the teacher emphasizes that more than one answer may be possible depending on each student's ability to work with the absent words (their grammar knowledge).

Question number 4 is a listening activity that uses a very interesting video about *Forever Alone*. The video brings facts on its creation and critically discusses the irony of its popularity. There are interpretation questions that assess, again, zero horizon comprehension (letters *a*, *b*, and *c*) and problematic horizon comprehension (letter *e*). The latter stimulates the ongoing discussion about loneliness and technology. Letter *d* engages the student in a maximum horizon

comprehension and letter *c*, besides being a zero-horizon question, personalizes the comprehension, because it asks about the date February 14<sup>th</sup>— not all students are aware that Valentine's Day is celebrated on the date.

The speaking activity is the one that follows; question number 5: it proposes a discussion between students by eliciting a few topics related to the critical literacy goal, which is loneliness and technology. It should be a moment where students can say their personal feelings about the matter and where the genre discussed, the texts and the video, can and should be brought up to inform their arguments. The role of the teacher at this moment should be to intermediate the dialog between students, balancing error correction with letting student's speech communicatively flow.

This unit's last activity (question 6) is about writing: after all the genre awareness they took part in throughout the entire unit, it is time for students to write their own memes. Students are asked to switch their drafts with a classmate, to have the opportunity to analyze a text that was developed by someone else. It offers a different perspective of the genre and makes them practice their ability to review a text in English. After this process is finished, the teacher must correct their drafts, respecting the genre's peculiarities, so the activity stays true to its discursive purpose. Once they have reached a final version of their texts with the help of fellow classmates and the teacher, students must post it on the class's Facebook profile, where all of them can read each other's works. It closes the unit in a fun and interactive way.

One of Unit 2's goals is related to the use of a corpus as an extremely useful tool when teachers deal with teaching vocabulary. It can tell teachers about which words and expressions are most frequent and which are rare, so the teacher can teach the most popular first and leave the more complex cases for higher levels. It also tells about which vocabulary is more often spoken and which is more often written, and the situations in which people use certain vocabulary. Besides that, a corpus gives information about which words are often used together and how words and grammar combine to form patterns, and finally, which words and expressions are used to organize and manage discourse. It consists, therefore, of quantitative and qualitative analysis of vocabulary (MCCARTEN, 2007).

The unit initiates with a written text (a reading activity), taken from a social networking website. The text is part of an advice board, where members of the social network can tell their stories and ask for other members' advice. As it was said before, teenagers and young people in general (and adults) make use of that kind of virtual environment to have some sort of contact with other people, something that commonly they do not significantly experience in real life. Here, as in Unit one, students will continue to think about the matter of loneliness in a technological world.

The first question comes with a glossary and asks students to search for the definitions of two words: *like* and *sort*. The activity's objective is to raise awareness of how vocabulary is strategically chosen to fulfill specific intentions. It highlights the study of several aspects that discourse awareness and the use of corpus stimulate in language learning, working with a very frequent word (*like*) and a very frequent expression (*sort of*) that are highly used in informal contexts. It also exemplifies how written text can have a speaking quality, being taken from a social networking website (MCCARTEN, 2007).

A corpus, being a tool to language teaching, justifies the importance of such an activity, because it enables teachers to present vocabulary appropriately and point out to students' examples of both more formal or extremely informal usages of words (it is the case of the word *like as* it is presented in this activity). The fact that teachers can also show students how native speakers strategically organize conversations and written discourse is a powerful way to increase learning. In the case of this activity, a hedging expression was chosen (*sort of*) to demonstrate how subtle vocabulary choices can change the whole meaning of discourse.

After students have written the traditional definitions of the words *like* and *sort*, the activity (question 2) elicits extracts from the text that show how the same words are used in it. Students are guided to notice that both words' usages are different from the ones they found through their research. The activity displays the definition of *sort of as* an adverb meaning *to a moderate degree and* the definition of its use as what is called a *hedging expression*, which are expressions used by speakers, as McCarten (2007, p.12-13) asserts,

when they want to avoid sounding blunt, too direct, too sure of themselves, or too 'back and white' (...) giving the speaker a chance to go back and modify something he or she said earlier, and allow the listener to challenge or question what the speaker says. They include expressions such as *kind of*, *sort of*, *just*, *I guess*, *a little*, *in a way*, *probably* and speakers often use more than one in the same sentence.

As for the word *like*, the text makes use of it in an extremely informal way, to report speech and thought. For both cases (*like and sort of*), besides definitions and explanations, there are also examples, so the process of comparing the different meanings that the word *like* and the expression *sort of can* have stimulates students to have a deeper understanding of an English text, taken from the reality of a native speaker, besides learning useful and frequent daily basis language usages (MCCARTEN, 2007).

The following activity (question 3) is composed of comprehension questions regarding the written text: letters *a*, *b* and *c* assess a zero-horizon understanding of it and letter *d*, by putting students in the position of a member of the social networking website, is a maximum horizon comprehension assessment. It is an opportunity for critical discourse analysis to take place, because it makes students think about how teenagers deal with relationships and the self-consciousness typical of their age.

After that, there is a listening activity, presenting a video that tells the story of a girl who has trouble realizing when a boy likes her. It deals with the idea of a *friendzone*, an emotional zone where someone is just a friend to somebody else, because the latter cannot see the former as a potential or possible romantic partner. This idea is present in the written text (as the action of *friend-zoning and* the fact that girl never *friend-zone anyone*) and is defined in its glossary. Students must answer comprehension questions: letter *a* assesses a zero-horizon understanding, as do letters *b*, *c* and *d*. Letter *b* asks students to look for examples of hedging expressions in the text as letter *c* does for the use of *like* to report speech and thought.

Question 5 is the one that carries the traditional grammar content: relative pronouns. It brings forth a transcription from the previous question's video, to be the first example of the topic (it uses the word *which*). There are also extracts from Reddit, a social networking website, containing examples of the words *who*, *whose*, *that and whom*. The teacher must work with the examples the same way it was done with the previous unit's indefinite pronouns, raising

awareness of the use of relative pronouns in an inductive way. To reinforce the comprehension, there is also a grammar box with guidelines related to the grammar topic.

In the speaking activity (question 6) students share their personal experiences regarding the situation of friend-zoning someone or being or not being friend-zoned by someone; in short, the class should engage in a conversation about platonic love. In the writing activity, students also share their personal experiences following the model of the reading activity's text, where they once more practice writing in a genre study context. As it happened with Unit 1's writing activity, there are also general guidelines to help students be aware of the genre's characteristics. To enhance the interconnection of topics that occur in the Unit, it is asked that students, in their advice board-like texts, use the expression *sort of* and the word *like* in the meanings discussed in the unit: the former as a hedging expression and the latter reporting speech or thought.

## Theoretical Framework

MCCARTEN, Jeanne. **Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom.** New York: Cambridge University Press, 2007.

MCCARTY, Michael. **Discourse Analysis for Language Teachers.** New York: Cambridge University Press, 1991.

REX, Lesley, BROWN, David West, DENSTAEDT, Linda, HANIFORD, SCHILLER, Laura. **Understanding and exercising one's grammar:** Four applications of linguistic and discourse knowledge. *English Teaching: Practice and Critique*. December, 2005, Volume 4, Number 3, pp.111-140. Available on: <https://edlinked.soe.waikato.ac.nz/journal/files/etpc/files/2005v4n3art7.pdf>.

## UNIT I



*Figura 1 - No friends.*

(<http://www.quickmeme.com/p/3w3g1c>)



## READING:

### What is a meme ?

#### Internet meme

An Internet meme is an idea that is propagated through the World Wide Web. The idea may take the form of a [hyperlink](#), [video](#), picture, website, [hashtag](#), or just a word or phrase, such as intentionally misspelling the word "more" as "moar" or "the" as "teh". The meme may spread from person to person via [social networks](#), [blogs](#), direct [email](#), news sources, or other web-based services.

An Internet meme may stay the same or may evolve over time, by chance or through commentary, imitations, [parody](#), or by incorporating news accounts about itself. Internet memes can evolve and spread extremely rapidly, sometimes reaching world-wide popularity within a few days.

(Adapted Source:[http://en.wikipedia.org/wiki/Internet\\_meme](http://en.wikipedia.org/wiki/Internet_meme))

### 1. Answer the questions:

a) What is an Internet meme?

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b) How can it take form?

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c) Do they stay the same?

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d) In your opinion, will memes continue to be popular in the future?

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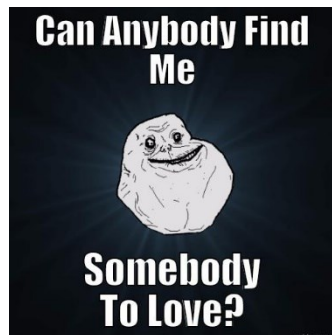
## GRAMMAR

**2. Read the Forever Alone memes. Complete the following memes with the appropriate missing word:**



*Figura 2 - Posts FB status about being alone.*

(<https://runt-of-the-web.com/forever-alone-meme>)



*Figura 3 – Can anybody find me somebody.*

(<http://www.quickmeme.com/memes/Forever-Alone/page/49>)



*Figura 4 – Someone comments.*

(<http://m.quickmeme.com/Forever-Alone-Girl>)

- **These are your options:**

<b><u>anybody</u></b>	<b><u>everybody</u></b>	<b><u>nobody</u></b>	<b><u>somebody</u></b>
<b><u>anyone</u></b>	<b><u>everyone</u></b>	<b><u>no one</u></b>	<b><u>someone</u></b>
<b><u>anything</u></b>	<b><u>everything</u></b>	<b><u>nothing</u></b>	<b><u>something</u></b>

a) I have \_\_\_\_\_ to wear on my date tonight. Wait, I have no date. Forever alone.

(<https://memegenerator.net/instance/20824524/forever-alone-i-have-nothing-to-wear-for-my-date-tonightwait-i-have-no-date-forever-alone>)

b) Tells \_\_\_\_\_ birthday is in a week. \_\_\_\_\_ remembers.

(<https://www.memegenerator.es/meme/32507825>)

c) \_\_\_\_\_ want to do something tonight? ... That's cool too...

(<http://www.quickmeme.com/meme/3p55ld>)

d) It's Saturday night! All right, I don't have \_\_\_\_\_ to go out with!

(<https://www.memegenerator.es/meme/32507827>)

e) \_\_\_\_\_ has somebody. Except me.

(<http://www.quickmeme.com/meme/25fj>)

f) I know \_\_\_\_\_ about Star Wars. Too bad, I'm Forever Alone.

(<https://www.memegenerator.es/meme/32507832>)

g) I forgot to run off my phone in the movie theater. Didn't affect \_\_\_\_\_.

(<https://www.memegenerator.es/meme/32507871>)

h) \_\_\_\_\_ whistles at me? Just the wind.

(<https://www.memegenerator.es/meme/32507873>)

i) \_\_\_\_\_ wants me. Forever alone.

(<http://www.quickmeme.com/p/3vymli/page/6>)

j) Get a text. Don't check it for a while so I have \_\_\_\_\_ to look forward to.

(<https://cooldump.net/the-very-best-of-the-forever-alone-meme/>)

k) Sitting at restaurant alone, \_\_\_\_\_ asks if that seat is taken. I say no, they take chair.

(<https://www.memegenerator.es/meme/32507875>)

*Indefinite pronouns refer to people or things without saying exactly who or what they are!*

### 3. Change the meme text into a formally correct format.

- Observe the following models. If you find necessary, you can write more than one version:

Examples:

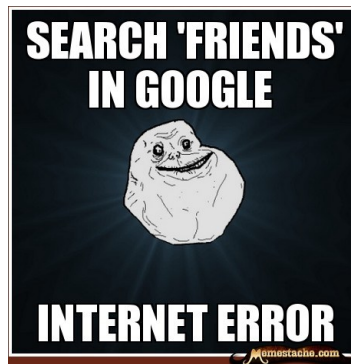


Figura 5 – Search 'friends' in Google.

(<https://www.memegenerator.es/meme/32507690>)

*You search "friends" in Google. Internet error.*

*He searches "friends" on Google. It says: Internet error.*

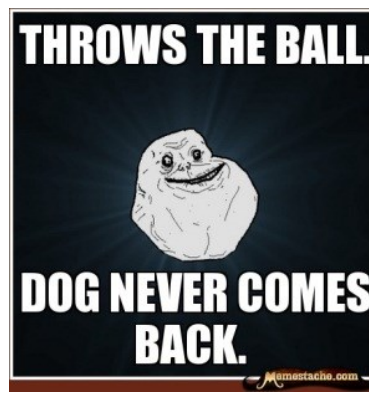


Figura 6 – Throws the ball.

(<https://www.memegenerator.es/meme/32507754>)

*He throws the ball. The dog never comes back.*

He throws the ball and the dog never comes back.

a)



*Figura 7 – On Facebook.*

(<https://www.memegenerator.es/meme/forever-alone>)

b)



*Figura 8 – Have not seen friends in three weeks.*

(<https://www.memegenerator.es/meme/32507774>)

c)



*Figura 9 – Set new sound.*

(<https://www.memegenerator.es/meme/32507780>)

d)



*Figura 10 – Makes meme.*

(<https://www.memegenerator.es/meme/32507782>)

e)



*Figura 11 – Miss school/work.*

(<https://www.memegenerator.es/meme/32507785>)



## LISTENING

### 4. Watch the video and answer the questions:

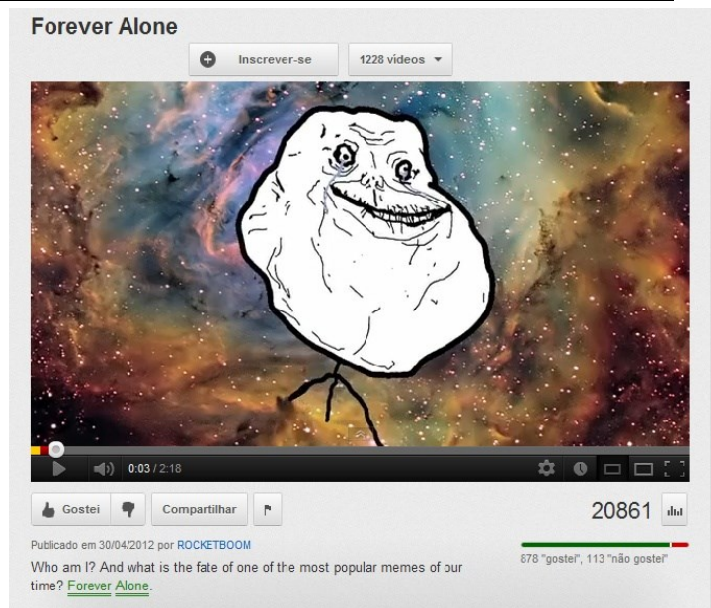


Figura 12 – Who am I?

(<http://www.youtube.com/watch?v=SexYt7wXYe8>)

- a) Write two of the properties that Forever Alone enjoys, according to the video.

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- b) What is Forever Alone's status on "Meme Generator"?

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c) When did “OkCupid” users go to Times Square? Do you know what is celebrated on this day? What did they want to do? Did they succeed?

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d) Explain why Forever Alone’s popularity is ironic.

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e) Do you agree with the video’s idea that on the internet world, as soon as we get more experienced, we come to know that it is really a very lonely environment?

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## Let's talk!

### **5. Read the statements and discuss them with your classmates:**

- Forever Alone meme was conceived to portray someone who has troubles making friends and carrying on human relationships in general.
- It is really popular, mainly because of the fact that most of us actually know a Forever Alone-type person.
- People are more alone nowadays, despite our technology-filled world.
- We can take advantage of our highly connected reality, without isolating and estranging ourselves from cultivating meaningful relationships.

## WRITING

### **6. Now create your own Forever Alone memes! Think about at least two situations that would fit the meme spirit and format. Take into consideration that memes:**

- have headline characteristics (usually utilize short texts);
- usually make use of oral and informal speech;
- are composed of:
  - a first line describing a usual social situation;
  - a second line where the consequence/the culmination of that first situation presents an unfortunate ending for the Forever Alone type of person;

- usually use simple present tense (to talk about present or past situations);
- in many cases, do not use articles, or personal pronouns, possessive pronouns or conjunctions.<sup>57</sup>
  
- **When you are finished, switch your drafts with a classmate to be edited considering organization, ideas and grammar. After that, submit them to the teacher for correction and post the final version on the classroom's Facebook profile. Be prepared for criticism and take the opportunity to interact with your friends. Have fun!**

## UNIT 2

MY SUBREDDITS FRONT ALL RANDOM MILDLYINTERESTING FUTUROLOGY GADGETS VIDEOS SPORTS SHOWERTHOUGHTS NEWS GAMING DOCUMENTARIES ART MOVIES DIY OLDSCHOOLCOOL LISTENTOTHIS NOTTHEONION TWC MORE

**teenagers** want to join? [login](#) or [register](#) in seconds |

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Check out - [FAQ recruitment post](#) and [Mod Monday, The new mods and Mandatory flairs/tags](#)

**109** **Guys: Do you like sort of shy girls?** self.teenagers  
submitted 1 year ago \* by [DemoGurl28](#)

I'm one of those forever alone girls. When it comes to talking to a guy I sort of like get all like how do I put this "cheesy". No one seems to have in common with me. How do guys like to be approached? Because I've had my fair share friend-zoning. I seriously have never friend-zoned a guy because I know how that feels. So little help here guys? Also just to say if someone really got to know me I'd know how to start a real awesome conversation.

[143 comments](#)

sorted by **best**

[\[-\] KarlSchmidt 19](#) 148 points 1 year ago  
Shy girls are amazing.  
But since I'm so socially inept, nothing will ever happen between me and a shy girl.  
[permalink](#)

[\[-\] DanDaSaxMan 19](#) 47 points 1 year ago  
Aww, Karl.  
You'll get one eventually. Trust me. =D  
[permalink](#) [parent](#)

[\[-\] KarlSchmidt 19](#) 34 points 1 year ago  
I like to believe that. I really do.  
[permalink](#) [parent](#)

[\[-\] DanDaSaxMan 19](#) 22 points 1 year ago  
You will, trust me on this one. SO MANY GIRLS OUT THERE MAN.  
SO MANY. :)  
[permalink](#) [parent](#)

[\[-\] KarlSchmidt 19](#) 17 points 1 year ago

[FAQ | Disable Memes | Self Posts Only](#)  
  
this post was submitted on 04 Sep 2012  
**109 points** (88% upvoted)  
shortlink: <http://redd.it/zc90t>

remember me [reset password](#) [Login](#)

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[Subscribe](#) 69,750 teenagers (444 here)

Have any questions? Please [message the moderators](#).  
[Other communities](#)

**RULES**  
Not many things will be out of place in this subreddit, anything that crosses our teenage minds will be allowed.

[No Personal Attacks](#)

Figura 13 – Teenagers.

([www.reddit.com/r/teenagers/comments/zc90t/guys\\_do\\_you\\_like\\_sort\\_of\\_shy\\_girls/](http://www.reddit.com/r/teenagers/comments/zc90t/guys_do_you_like_sort_of_shy_girls/))

**READING:****Guys: do you like sort of shy girls?**

*I'm one of those forever alone girls. When it comes to talking to a guy I sort of like get all like how do I put this "cheesy". No one seems to have in common with me. How do guys like to be approached? Because I've had my fair share friend-zoning. I seriously have never friend-zoned a guy because I know how that feels. So little help here guys? Also just to say if someone really got to know me I'd know how to start a real awesome conversation.*

([www.reddit.com/r/teenagers/comments/zc90t/guys\\_do\\_you\\_like\\_sort\\_of\\_shy\\_girls/](http://www.reddit.com/r/teenagers/comments/zc90t/guys_do_you_like_sort_of_shy_girls/))

**VOCABULARY:****1. Read the glossary and look up for the meanings of the two last words:**

<i>Forever Alone</i>	an internet character (also known as 'meme') that is used to express loneliness and disappointment in life.  ( <a href="https://knowyourmeme.com/memes/forever-alone">https://knowyourmeme.com/memes/forever-alone</a> )
<i>cheesy</i>	cheap, unpleasant, or of bad quality.  ( <a href="https://www.collinsdictionary.com/dictionary/english/cheesy">https://www.collinsdictionary.com/dictionary/english/cheesy</a> )  ( <a href="https://dictionary.cambridge.org/us/dictionary/english/cheesy">https://dictionary.cambridge.org/us/dictionary/english/cheesy</a> )
<i>friend-zone</i>	noun/informal – a situation in which a friendship exists between two people, one of whom has an unreciprocated romantic or sexual interest in the other.  ( <a href="http://www.oxforddictionaries.com/us/definition/american_english/friend-zone">www.oxforddictionaries.com/us/definition/american_english/friend-zone</a> )
<i>like</i>	

<i>sort</i>	
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## **2. Now, take a look at the extracts from the text:**

a)(...) *When it comes to talking to a guy I sort of like get all like how do I put this “cheesy”.*(...)

- Do you think the use of the word “sort” corresponds to the meaning you found?
  
- Now, check out the meaning of the expression “sort of”

Sort of – *adverb*– to a moderate degree (somewhat)

<you´ve been acting *sort of funny* all week>

([www.meriam-webster.com/dictionary/sort+of](http://www.meriam-webster.com/dictionary/sort+of))

- What do you think was the girl’s intention when she used this expression? Did she use it to emphasize the fact that she likes a boy or she used it to do the opposite, to minimize it?

“Speakers use hedging expressions when they want to avoid sounding blunt, too direct, too sure of themselves, or too “black and white”. (...) These expressions can introduce shades of gray, give the speaker a change to go back and modify something he or she said earlier, and allow the listener to challenge or question what the speaker says. They include expressions such as *kind of*, *sort of*, *just*, *I guess*, *a little*, *in a way*, *probably* and speakers often use more than one in the same sentence.”

\*

(...)

*He's very smart but he's also kind of young and quiet and sort of shy.*

\*

(...)

*I was just wondering if you were up for Chinese dinner tonight before bowling so give me a buzz if you're around.*

\*

(...)

A: Do you still live with your family?

B: *Uh sort of, in a way.*

(McCarten 2007,13)



b) Guys: do you like sort of shy girls? (...)

\*

(...)When it comes to talking to a guy I sort of like get all like how do I put this “cheesy”.(...)

➤ What about the word “like”? Does it have the same meaning in both extracts?

There is an extremely informal usage of the word “like”, to report speech and thought. (Mccarten, 2007)

\*

She said, “What are you doing here?”

And I'm like, “Nothing much,” you know. I explained the whole... weird story.

*And she's like. “Um...Well, that's cool.”*

\*

I saw her coming and I'm like, “Nooooooooooooo.”

([https://www.academia.edu/33024550/Reported\\_Speech\\_A\\_Central\\_Skill\\_of\\_Conversation](https://www.academia.edu/33024550/Reported_Speech_A_Central_Skill_of_Conversation))

**3. Now that you have a better understanding of the text, answer the questions according to what you read in it:**

a) How does she behave when she talks to a boy?

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b) What characteristics does she mention about herself?

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c) What is the question she asks guys? Why is she asking for help?

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d) What would you tell the girl if you answered her post?

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**LISTENING:**

**4. Watch the video and answer the questions:**



*Figura 14 – Friend zone.*

(<https://www.youtube.com/watch?v=HcHBLx4dPog>)

a) Is it easy for the girl to notice when a guy likes her? What does she say about that?

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b) What expressions were used by some of the speakers to avoid sounding too direct, too sure of themselves?

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c) Did the dialogues contain any case of the use of “like” to report speech or thought?

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d) What was the advice given for girls and guys at the end of the video?

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## GRAMMAR:

### ➤ Read the excerpts:

Ladies, ladies, ladies, I hope that you guys can see it now that when your guy friends act “nice” around you, a lot of the times it's because they're trying to get at you, so you *gotta up* your radar game so you can sense it and know which guys like you and which are just extra nice.

(transcription taken from <https://www.youtube.com/watch?v=HcHBLx4dPog>)

I just blew my chances with a girl because I was trying way too hard to make her like me. How do I meet a girl who would actually appreciate my advances?

([http://www.reddit.com/r/relationship\\_advice/comments/xjxnb/24m\\_i\\_just\\_blew\\_my\\_chances\\_with\\_a\\_girl\\_because\\_i/](http://www.reddit.com/r/relationship_advice/comments/xjxnb/24m_i_just_blew_my_chances_with_a_girl_because_i/))

I have a crush on a girl whose boyfriend has abandoned her.

([http://www.reddit.com/r/relationships/comments/1zitqe/i\\_have\\_a\\_crush\\_on\\_a\\_girl\\_whose\\_boyfriend\\_has/](http://www.reddit.com/r/relationships/comments/1zitqe/i_have_a_crush_on_a_girl_whose_boyfriend_has/))

I ran into the girl that made my life in high school hell

([http://www.reddit.com/r/offmychest/comments/1hfuk9/i\\_ran\\_into\\_the\\_girl\\_that\\_made\\_my\\_life\\_in\\_high/](http://www.reddit.com/r/offmychest/comments/1hfuk9/i_ran_into_the_girl_that_made_my_life_in_high/))

How many of you have someone with whom you can be yourself?

([http://www.reddit.com/r/AskReddit/comments/dsash/how\\_many\\_of\\_you\\_have\\_someone\\_with\\_whom\\_you\\_can\\_be/](http://www.reddit.com/r/AskReddit/comments/dsash/how_many_of_you_have_someone_with_whom_you_can_be/))

### 5. Complete each sentence with one of the words:

<u>that</u>	<u>who</u>	<u>whom</u>	<u>whose</u>	<u>which</u>
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a) The reason I ask this is because I recently realized that I censor myself around those I care about more than I would around strangers or people with \_\_\_\_\_ I will likely never meet again.

([http://www.reddit.com/r/AskReddit/comments/dsash/how\\_many\\_of\\_you\\_have\\_someone\\_with\\_whom\\_you\\_cn\\_be/](http://www.reddit.com/r/AskReddit/comments/dsash/how_many_of_you_have_someone_with_whom_you_cn_be/))

b) What's the nerdiest thing you've ever said to a girl/boy \_\_\_\_\_ you liked?

([http://www.reddit.com/r/AskReddit/comments/cxy3i/whats\\_the\\_nerdiest\\_thing\\_youve\\_ever\\_said\\_to\\_a/](http://www.reddit.com/r/AskReddit/comments/cxy3i/whats_the_nerdiest_thing_youve_ever_said_to_a/))

c) So there's this guy (no clue how old, don't even know his name) \_\_\_\_\_ works in same office building as I (28/f) do and I'm having a huge crush on him.

([http://dg.reddit.com/r/relationships/comments/2b7egr/huge\\_crush\\_on\\_a\\_guy\\_who\\_works\\_in\\_same\\_office/](http://dg.reddit.com/r/relationships/comments/2b7egr/huge_crush_on_a_guy_who_works_in_same_office/))

d) We were still in the same chat on Skype for a while, though, and subtle jabs turned into a series of three arguments. (All of \_\_\_\_\_ I hopefully won.)

([http://dg.reddit.com/r/relationships/comments/2b7e6z/i\\_16\\_m\\_am\\_feeling\\_pretty\\_unconfident\\_about/](http://dg.reddit.com/r/relationships/comments/2b7e6z/i_16_m_am_feeling_pretty_unconfident_about/))

e) I couldn't keep my mouth shut, and started offering to pay for stuff for her and her parents, \_\_\_\_\_ anniversary was only two months away.

([http://dg.reddit.com/r/relationships/comments/2abo7g/i\\_cant\\_shake\\_feelings\\_for\\_a\\_girl\\_that\\_i\\_havent/](http://dg.reddit.com/r/relationships/comments/2abo7g/i_cant_shake_feelings_for_a_girl_that_i_havent/))

f) It's just really hard being without someone \_\_\_\_\_ has been an important part of my life for so long.

([http://dg.reddit.com/r/relationships/comments/2b16l3/19f\\_with\\_21m\\_for\\_45yrs\\_can\\_people\\_change\\_is\\_it/](http://dg.reddit.com/r/relationships/comments/2b16l3/19f_with_21m_for_45yrs_can_people_change_is_it/))

g) Since then I have had 2 relationships \_\_\_\_\_ haven't gotten far off of the ground

([http://dg.reddit.com/r/relationships/comments/2abo7g/i\\_cant\\_shake\\_feelings\\_for\\_a\\_girl\\_that\\_i\\_havent/](http://dg.reddit.com/r/relationships/comments/2abo7g/i_cant_shake_feelings_for_a_girl_that_i_havent/))

h) As it got late one of the girls \_\_\_\_\_ I already knew said she was cold.

([http://dg.reddit.com/r/relationships/comments/2abo7g/i\\_cant\\_shake\\_feelings\\_for\\_a\\_girl\\_that\\_i\\_havent/](http://dg.reddit.com/r/relationships/comments/2abo7g/i_cant_shake_feelings_for_a_girl_that_i_havent/))

i) I've never seen someone love someone as much as she loved me. \_\_\_\_\_ I feel completely guilty over.

([http://dg.reddit.com/r/relationships/comments/2b7bt7/me\\_26m\\_with\\_my\\_ex\\_girlfriend22f\\_of\\_12\\_months\\_haver/](http://dg.reddit.com/r/relationships/comments/2b7bt7/me_26m_with_my_ex_girlfriend22f_of_12_months_haver/))

j) I initially browsed this subreddit for advice/insight on being the female best friend to a guy \_\_\_\_\_ girlfriend doesn't approve.

([http://dg.reddit.com/r/relationships/comments/147uow/i\\_f25\\_am\\_your\\_boyfriends\\_m26\\_best\\_friend\\_you\\_f25/](http://dg.reddit.com/r/relationships/comments/147uow/i_f25_am_your_boyfriends_m26_best_friend_you_f25/))

We use **who** or **that** when we talk about people.

**Who** is more formal than **that**.

We use **which** or **that** when we talk about things (not people).

**Which** is more formal than **that**.

In informal speech, we can omit **which** and **that** when the pronoun refers to the object of the sentence.

We cannot omit **which** and **that** when the pronoun refers to the **subject** of the sentence.

We use **whose** to show possession.

## LET' S TALK!

### **6.What about you?**

- Have you ever realized that you friend-zoned anyone? If yes, how did you feel about that?
- Have you ever been friend-zoned by anyone? If yes, how did you feel about that?

## WRITING:

**7.Think about something troubling in your life that you have a hard time dealing with (it can be anything from your professional or personal life). Write a small text describing your problem and asking for help, as if you were posting it on a social network website's forum. Take into consideration:**

- These kinds of websites have a very informal quality, so your language can have a spoken English style.
- Notice that the girl starts her text by describing the troubling situation and how she usually behaves.
- After that, she asks about what she needs to know (asks for advice).
- Make use of the expression “sort of”, and the word “like” in the particular usages that we discussed in this class.





- When you are finished, show your draft to your teacher for correction and post the final version on the classroom's Facebook profile. Your classmates should post their advice to help you solve your problem! Take the opportunity to interact with your friends! **Have fun!**

## TEACHER'S GUIDE: UNIT I

### Warming up

- Ask students if they have ever heard about memes, if they know what they are and where we can find them.
- Then, ask them to explain what they are, since the concept is very broad.
- Encourage students to have a little discussion to bring up the subject: the ones who know more about the subject can explain to the ones that don't, and you can help by intermediating the talk.
- Present the memes on the first page of the Unit as a genre that has its own elements and structure. Choose students to read the four examples.
- Ask students to observe the memes and try to list general characteristics related to form (grammar) and meaning (what always happens to Forever Alone).

### Reading Activity

- **Question 1:**

- Ask students to read the text.
- Students answer the comprehension questions individually.
- Help students with necessary guidance, encouraging them to ask questions about the content of the text as well as the vocabulary.
- Letters a), b) and c) are zero horizon questions.
- In order to answer letter d) (problematic horizon item), students are supposed to reflect upon the reasons why they believe or not the Forever Alone meme is going to last, and what elements make a meme become popular.

- ❖ **Vocabulary:**

- **Hashtags** are words or phrases prefixed with the symbol #, a form of metadata tag. Also, short messages on microblogging social networking services, such as Twitter, identi.ca or \Google+ may be tagged by including one or more with multiple words concatenated, e.g.: #Wikipedia is an #encyclopedia

(<http://en.wikipedia.org/wiki/Hashtag>)

- In computing, a **hyperlink** (or **link**) is a reference to data that the reader can directly follow, or that is followed automatically. A hyperlink points to a whole document or to a specific element within a document. Hypertext is text with hyperlinks.

(<http://en.wikipedia.org/wiki/Hyperlink>)

## **Grammar Activity**

- **Question 2:**
  - Students read the examples of memes containing Indefinite Pronouns. Help them notice these items: ***no one, everybody, someone, everyone, anything,*** and ***somebody.***
  - Focus on the usage of the words. Talk to the students about when we use these kinds of words: when we want to talk about indefinite things or people.
  - Students answer the first question, filling the blanks with the appropriate word. There is a chart to help them acknowledge all the Indefinite Pronouns forms.
  - After they answer, correct the question with the students as a group. In the end, discuss the conclusion that Indefinite Pronouns ***refer to people or things without saying exactly who or what they are.***
  - Bring up the idea that these kinds of words are largely used in Forever Alone memes because the story usually talks about the distance or isolation between the character and all the people (everybody), all the things (everything). He/She has no one and nothing, etc.
- **Question 3:**
  - The aim is to make clear that memes have particular characteristics that will be noticed as students analyze the differences between the meme text and the text that he or she is going to produce (grammar focused). This awareness is supposed to help them with their writing activity.
  - Check students' answers. **Emphasize the different possibilities.**

## **Listening Activity**

- ❖ The video mentions the following websites:
  - Know your meme: <http://knowyourmeme.com/>
  - Meme Generator: <http://memegenerator.net/>
  - OK Cupid: <http://www.okcupid.com/>
- **Question 4:**
  - Before watching the video, students should read the questions that they have to answer about it. Doing so, they can have an idea of the content of the text so they know what information they need to get in order to answer the questions afterwards.
  - Students watch the video two times. Then, they answer the comprehension questions.

- After that, they should have another opportunity to watch the video, so they can check their answers.
- Letters a), b), c) assess their listening skills with zero horizon questions.
- Letter c) goes a little deeper, when it asks about the date mentioned (February 14<sup>th</sup>), because the student may or may not know that Valentine's Day is celebrated on this day (it personalizes the comprehension).
- Letter d) works with maximum horizon and e) with problematic horizon, stimulating the ongoing discussion about loneliness and technology.

## **Speaking Activity**

- **Question 5:**
  - The question proposes a discussion between the students by eliciting a number of topics related to the critical literacy objective: loneliness and technology. The topics are there to deliver guidelines for the discussion.
  - Intermediate the conversation helping the students to express themselves accurately.

## **Writing Activity**

- **Question 6:**
  - Finally, students are invited to write their own meme, after all the genre awareness they had access during the entire Unit. The topics are there to serve as guidelines to the production.
  - Students must show their memes drafts to a classmate or classmates, to check if they are funny and properly written.
  - Then, the teacher should correct their drafts, again, following the genre's peculiarities.

## **Post Writing Activity**

- Students should post their final work on the classroom's Facebook profile, so that all the students can take a look at each other's work and **have fun!!**

## TEACHER'S GUIDE: UNIT 2

### Warming up

- Ask students if they find “short of shy girls” or “sort of shy boys” interesting or attractive.
- Also, ask them if they think that “sort of shy girls” or “sort of shy boys” have a hard time finding someone to be their boyfriend or girlfriend.
- Additionally, ask them if they think that technology (the internet, texts, e-mails) helps shy people to socialize more.

### Reading Activity

- First, show the text to students, preferably on the school’s interactive board, to highlight the fact that it is a real website with real people’s texts.
- If the school doesn’t provide an interactive board, stress the fact that the text they are going to read is taken from a real website with real people’s texts.
- Ask students to read it on their booklets.
- Present the text (social network forum’s posts) as a genre that has its own elements and structure.
- Discuss students’ general understanding of the text, asking what it is about and who they think wrote it.
- ❖ **Vocabulary**
  - **Question 1:**
    - Ask students to read the glossary and look for the two words' meanings. Help students if they have problems understanding the first three words.

**LIKE** – *verb* – to enjoy or approve of something or someone, or to prefer something in a particular way.(dictionary.cambridge.org)

**SORT** – *noun* – a group of things that are of the same type or that share similar qualities.(dictionary.cambridge.org)

- After they finish, choose two students to give examples of the two words usages:
  - Girls usually like shy boys.
  - My cousin is the sort of girl you would like to date.

- **Question 2:**
  - For the following activity, students think about the differences between the traditional meanings of the words *like* and *sort* and the ones they find in the activity's text. Walk students through each segment, so the questions/topics are carried out in a group discussion.
- **Question 3:**
  - Ask students to read the text one more time.
  - Students answer the comprehension questions individually.
  - Letters a), b) and c) are zero horizon questions.
  - Letter d) is a maximum horizon question: it is an opportunity for critical discourse analysis to take place (it makes students think about how teenagers deal with relationships and the self-consciousness typical of their age).
  - Help students with the necessary guidance, encouraging them to ask more questions about content and vocabulary.

## **Listening Activity**

- **Question 4:**
  - Students watch the video two times. Then, they answer the comprehension questions.
  - After that, they should have another opportunity to watch the video, so they can check their answers.
  - Letters a) and c) assess their listening skills with a zero horizon question.
  - Letter b) assesses their capacity to identify where the speakers use certain expressions to avoid sounding too direct.
  - Letter c) assesses students capacity to identify the use of *like* to report speech.

## **Grammar Activity**

- **Question 5:**
  - Students read the excerpts. The first one is a transcript of the video they have just worked with. The other texts are taken from a social networking website advice board. All of them contain Relative Pronouns. Help them notice these items: *who*, *whose*, *that* and *whom*.
  - Focus on the usage of the words. Talk to the students about when we use these kinds of words: *when we want to join two clauses*.
  - Students answer the question, filling the blanks with the appropriate word. There is a chart to help them acknowledge Relative Pronouns forms and their general use.

- After they answer it, correct the question with the students as a group. In the end, discuss the conclusion that Indefinite Pronouns ***introduce (add) a new clause, the relative clause, to the main cause.***

## **Speaking Activity**

- **Question 6:**
  - The question proposes a group conversation by asking students about their personal experiences with friends and relationships.
  - Intermediate the conversation helping the students to express themselves accurately.

## **Writing Activity**

- **Question 7:**
  - Now that students have already had contact with the social network posts (a genre), they are asked to write about a personal problem that they have a hard time dealing with, as if they were going to post it on a social network website. The two topics are there to serve as guidelines for the production.
  - The teacher must correct their drafts (following the genre's peculiarities).

## **Post Writing Activity**

- Their final version should be posted on the class Facebook group, so all classmates can give their advies about each other's problems and **have fun!!**

## TEST BOOKLET: UNIT I

### 1. Answer the questions:

a) What is an internet meme?

*It's an idea that is propagated through the World Wide Web.*

b) How can it take form?

*It can take the form of a hyperlink, video, picture, website, hashtag, or just a word or a phrase.*

c) Do they stay the same?

*Memes may stay the same or may evolve over time, by chance or through commentary, imitation, parody, or by incorporating news accounts about itself.*

d) In your opinion, will memes continue to be popular in the future?

*They will continue to be popular because they keep changing according to people's needs to show particular and up to date comic or ironic situations. They follow what's going on the news and portrait social habits and problems.*

### 2. Read the Forever Alone memes. Complete the following memes with the appropriate missing word:

a) I have *nothing* to wear on my date tonight. Wait, I have no date. Forever alone.

b) Tells *everyone* birthday is in a week. *No one* remembers.

c) *Anybody* want to do something tonight? ... That's cool too...

d) It's Saturday night! All right, I don't have *anyone* to go out with!

e) *Everybody* has somebody. Except me.



- f) I know *everything* about Star Wars. Too bad, I'm Forever Alone.
- g) I forgot to run off my phone in the movie theater. Didn't affect *anything*.
- h) *Somebody* whistles at me? Just the wind.
- i) *Nobody* wants me. Forever alone.
- j) Get a text. Don't check it for a while so I have *something* to look forward to.
- k) Sitting at restaurant alone, *someone* asks if that seat is taken. I say no, they take chair.

**3. Change the meme text into a formally correct format.**

a)



*On Facebook, you have one friend online. It's your mom.*

b)



*I have not seen my friends in three weeks. They tell me all about how great their lives have been in the past three weeks*

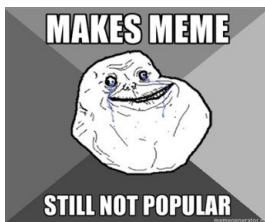
c)



You set new sound for your incoming emails. You send yourself a message to check if it works.

You set new sound for your incoming emails, but you have to send yourself a message to check if it works.

d)



He makes a meme. He is still not popular.

He made a meme but he is still not popular.

e)



He missed school and work for a week. Nobody noticed.

He missed school and work for a week, but nobody noticed.

You missed school and work for a week. Nobody noticed.

You missed school and work for a week, but nobody noticed.

#### **4. Watch the video and answer the questions:**

a) According to the video, write two of the properties that Forever Alone enjoys.

*It enjoys advice board context, rage comics support, high impact messaging, high school accessible esthetic and universal relatability.*

b) What is Forever Alones status on "Meme Generator"?

*It 's number six.*

- c) When did “OkCupid” users go to Times Square? Do you know what is celebrated on this day? What did they want to do? Did they succeed?

*On February 14<sup>th</sup>. They celebrate Valentine's Day. They wanted to find dates. No, they didn't, they only found themselves.*

- d) Explain why Forever Alone's popularity is ironic.

*It's ironic because the character portrays people who are completely not popular, but the stories themselves are very popular because people relate to Forever Alone's problems. Maybe it shows that there are many people that relate to Forever Alone in the world.*

- e) Do you agree with the video's idea that on the internet world, as soon as we get more experienced, we come to know that it is really a very lonely environment?

*If the person looks for the internet as their only option to make friends or to find company, instead of surfing on the net as a means of research or as an extra option for communication, they will see that it's a cold and perhaps dangerous way to look for any kind of relationship. It has a very good side but people need to keep the balance.*

## TEST BOOKLET: UNIT 2

1. **Read the glossary and look up for the meanings of the two last words:**

<b><u>like</u></b>	<i>to enjoy or approve of something or someone, or to prefer something in a particular way.</i>  <i>(dictionary.cambridge.org)</i>
<b><u>sort</u></b>	<i>a group of things that are of the same type or that share similar qualities.</i>  <i>(dictionary.cambridge.org)</i>

3. **Now that you have a better understanding of the text, answer the questions according to what you read in it:**

- a) How does she behave when she talks to a boy?

*She gets cheesy.*

- b) What characteristics does she mention about herself?

*She writes that she is shy but if someone really got to know her she would know how to start an awesome conversation.*

- c) What is the question she asks guys? Why is she asking for help?

*She asks guys how they like to be approached, because she is very shy and has a hard time finding a boyfriend.*

- d) What would you tell the girl if you answered her post?

*I would tell her that everybody gets a little nervous when they talk to someone they feel attracted to and she should know that the right guy will see her interesting personality despite her being nervous or clumsy. She should trust and be proud of herself.*

#### **4. Watch the video and answer the questions:**

- a) Is it easy for the girl to notice when a guy likes her? What does she say about that?

*No, she says that she can never tell when a guy likes her. Besides not noticing that her friend Jerry liked her, she couldn't notice that her other friend David liked her too.*

- b) What expressions were used by some of the speakers to avoid sounding too direct, too sure of themselves?

*They use "kind of", "just", and "I guess".*

*"Oh man, it's getting kind of cold!"*

*"Why don't I just come by and pick you up?"*

*"I was just in the area and I just decided to stop by..."*

*"I mean, I guess he wouldn't treat his guy friends like that."*

- c) Did the dialogues contain any case of the use of "like" to report speech or thought?

*Yes, two of them did. When the girl says "You were like 'the last time, this is going to be the last time'..." Also, when Garfield says "I'm like on the other side of the street".*

- d) What was the advice given for girls and guys at the end of the video?

*The advice given for girls was that they should be careful to sense which guys are being too nice to her because they like her and which of them are naturally nice to everyone.*

*For guys, it is said that they should understand that it is not by doing many nice things for the girls they like that the girls are going to get the signals and understand that they like them: guys and girls speak completely different languages. They should let their personality shine and see if their personalities click.*

### 5. Complete the sentences with

<u>that</u>	<u>who</u>	<u>whom</u>	<u>whose</u>	<u>which</u>
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a) The reason I ask this is because I recently realized that I censor myself around those I care about more than I would around strangers or people with *whom* I will likely never meet again.

([http://www.reddit.com/r/AskReddit/comments/dsash/how\\_many\\_of\\_you\\_have\\_someone\\_with\\_whom\\_you\\_cn\\_be/](http://www.reddit.com/r/AskReddit/comments/dsash/how_many_of_you_have_someone_with_whom_you_cn_be/))

b) What's the nerdiest thing you've ever said to a girl/boy *that you* liked?

([http://www.reddit.com/r/AskReddit/comments/cxy3i/whats\\_the\\_nerdiest\\_thing\\_youve\\_ever\\_said\\_to\\_a/](http://www.reddit.com/r/AskReddit/comments/cxy3i/whats_the_nerdiest_thing_youve_ever_said_to_a/))

c) So there's this guy (no clue how old, don't even know his name) *who* works in same office building as I (28/f) do and I'm having a huge crush on him.

([http://dg.reddit.com/r/relationships/comments/2b7egr/huge\\_crush\\_on\\_a\\_guy\\_who\\_works\\_in\\_same\\_office/](http://dg.reddit.com/r/relationships/comments/2b7egr/huge_crush_on_a_guy_who_works_in_same_office/))

d) We were still in the same chat on Skype for a while, though, and subtle jabs turned into a series of three arguments. (All of *which* I hopefully won.)

([http://dg.reddit.com/r/relationships/comments/2b7e6z/i\\_16\\_m\\_am\\_feeling\\_pretty\\_unconfident\\_about/](http://dg.reddit.com/r/relationships/comments/2b7e6z/i_16_m_am_feeling_pretty_unconfident_about/))

e) I couldn't keep my mouth shut, and started offering to pay for stuff for her and her parents, *whose* anniversary was only two months away.

([http://dg.reddit.com/r/relationships/comments/2abo7g/i\\_cant\\_shake\\_feelings\\_for\\_a\\_girl\\_that\\_i\\_havent/](http://dg.reddit.com/r/relationships/comments/2abo7g/i_cant_shake_feelings_for_a_girl_that_i_havent/))

f) It's just really hard being without someone *who* has been an important part of my life for so long.

([http://dg.reddit.com/r/relationships/comments/2b16i3/19f\\_with\\_21m\\_for\\_45yrs\\_can\\_people\\_change\\_is\\_it/](http://dg.reddit.com/r/relationships/comments/2b16i3/19f_with_21m_for_45yrs_can_people_change_is_it/))

g) Since then I have had 2 relationships *that* haven't gotten far off of the ground

([http://dg.reddit.com/r/relationships/comments/2abo7g/i\\_cant\\_shake\\_feelings\\_for\\_a\\_girl\\_that\\_i\\_havent/](http://dg.reddit.com/r/relationships/comments/2abo7g/i_cant_shake_feelings_for_a_girl_that_i_havent/))

h) As it got late one of the girls *whom* I already knew said she was cold.

([http://dg.reddit.com/r/relationships/comments/2abo7g/i\\_cant\\_shake\\_feelings\\_for\\_a\\_girl\\_that\\_i\\_havent/](http://dg.reddit.com/r/relationships/comments/2abo7g/i_cant_shake_feelings_for_a_girl_that_i_havent/))

e) I've never seen someone love someone as much as she loved me. *Which* I feel completely guilty over.

([http://dg.reddit.com/r/relationships/comments/2b7bt7/me\\_26m\\_with\\_my\\_ex\\_girlfriend22f\\_of\\_12\\_months\\_have/](http://dg.reddit.com/r/relationships/comments/2b7bt7/me_26m_with_my_ex_girlfriend22f_of_12_months_have/))

j) I initially browsed this subreddit for advice/insight on being the female best friend to a guy *whose* girlfriend doesn't approve.

([http://dg.reddit.com/r/relationships/comments/147uow/i\\_f25\\_am\\_your\\_boyfriends\\_m26\\_best\\_friend\\_you\\_f25/](http://dg.reddit.com/r/relationships/comments/147uow/i_f25_am_your_boyfriends_m26_best_friend_you_f25/))

## UNIT 1 Video Transcription

### Forever Alone

Forever Alone: timeless glory, a passing nod. What is the fate for one of our times biggest sensations? Forever Alone? Perhaps the very end of the tunnel into the evolutionary process of the motivational poster, this power (unintelligible word) enjoys a diverse set of properties: advice board context, rage comic support, high impact messaging, high school accessible esthetic, universal relatability. Could it be any more ironic how popular Forever Alone actually is? This is the face of the number one most popular article on Know Your Meme, of all time! Meme Generator points Forever Alone God status number six of all time. Google is where they all go searching from where it's cold, from lonely places and in Spanish *-por siempre solo*. From introduction to induction, Forever Alone emerged in the summer of 2010 and exceeded expectations for strength and longevity. This year, in a cue against time as the new anti-Hallmark mask out of rejection, Forever Alone gave attachment to Valentine's Day, an enduring meme of worldwide millennium proportions! A day of love for many, a day of loneliness for more. As it were: loners online took to the streets February 14<sup>th</sup> luring unexpected OkCupid users to Times Square in search for dates, only to find each other instead. For the forlorn, life becomes cruel, as if a lamb, transitioning from innocence to experience, we soon find the world of internet-jaded and forsaken: endless pictures of LOL cats and two dimensional screen grabs no longer amuse us. In search of triumph, we add color to express the absurdity of our black and white world: blue tears bring depth to our loneliness, a choir of one for itself. We are together but we are forever alone

## UNIT 2 Video Transcription

### Friend Zone

- Oh my God David I'm so sorry
- Yo! What Happened?

- I know, I know, you were like "the last time, this is going to be the last time..." But this time it really wasn't even my fault! It was so much traffic... Hey Jerry! Can you run in there and get us three seats, please?
- Why, why three seats?
- Yeah... one, two, three...
- It's three people...
- Ah, ok, ok... I'll get you a seat right next to me.
- Ok thanks, bye. Listen to me, I'm so sorry, don't think everything you say to me goes one ear out the other cuz I always...
- Ok stop, stop, stop it. You know he likes you, right?
- Who?
- What do you mean, who?! Jerry!
- No, he's just a friend!
- Is he extra nice to you?
- Yeah, but I mean Jerry's just a nice guy!
- Ok, I'ma put it you like this: would he do that for one of his guy friends?
- Oh, let me get that for you!
- Oh, thanks Jerry!
- Oh man, it's getting kind of cold!
- Oh here, put this on! Here... here we go...
- Dude, that's really thoughtful of you, man! Thanks!
- Yeah, no problem.
- Alright, cool! So, I'll meet you there at seven?
- Oh, wow, why don't I just come and hum pick you up? I mean, you're on the way.
- No, I'm like on the other side of the city.
- I don't mind.
- Ok, whatever you say.
- Alright, see you then.
- Oh my God let me get that for you!
- What?
- Got you!
- Thanks...
- No, no, no, it's still too cold!
- Oh, come here, we *gotta keep* you warm...
- Oh man thanks dude.
- Look in your underwear drawer!
- Why?
- 'Cuz I, I left you a surprise...
- Really?
- Oh, yeah!
- Hello? Hello?
- Man, he's such a nice guy.
- Better go to his house, he needs me.
- *Sup* Jerry?! What *you're doing* here?
- Hi, I was just in the area and I just decided to stop by...
- For me?
- Yeah...
- Ah, see you later...
- Jerry?
- Yeah!
- I can still see you dude.
- Did you want me to come in or something?
- No.



- Oh, ok...
- But why are you going that way?
- Alright
- Yeah...
- (unintelligible)
- Hello...
- Yo, Jerry!
- Garfield?
- Yeah, oh dude, my bad, did I wake you up?
- No, no, why, why, what's up?
- Oh, wow, I was in the middle of working on some homework and I was wondering if you could help me over the phone...
- I'll be right over.
- Ah, hey, no...
- Yeah, we *gotta keep* you warm there...
- Oh, man, you're a good friend dude...
- Yeah, we *gotta keep* you warm, we *gotta keep* you warm...
- I mean I guess he wouldn't treat his guy friends like that...
- Yeah, see?! I told *ya he* likes you!
- Oh I'm so dumb! I can never tell when a guy likes me!
- Yeah and if you keep on doing nice things for him he's gonna love you even more, so stop!
- Fine, you're right! Always right, thanks!
- But if you need somebody to go to Disneyland with you this weekend, I'm right here!
- Really? How cool is that? Thanks!
- Ladies, ladies, ladies; ladies! I hope that you guys can see it now that when your guy friends act "nice" around you, a lot of the times it's because they're trying to get at you, so you *gotta up* your radar game upso you can sense it and know which guys like you and which ones are just extra nice. But guys, *ma brothers*, you *gotta see* too that a lot of the times when you're just acting nice, you think you're going to get the girl, that you're going to send the signal across, the girls are not going to get it; you guys are speaking a completely different language! So, instead of trying to wow the girl or get the girl by doing nice things, you just *gotta be* yourself and let your personality shine and let your personalities connect, so that at the end of the day when you guys get together, if you guys have sparks flying, it's never because of the actions you guys are doing to each other but how your personalities click. So, that's just from my personal experience. Make sure you tune in every Sunday, because every Sunday we're teaching good things in a bad way, so tune in!