

# GTA | Guião de Trabalho Autónomo n.º 1

## INGLÊS 10.º ANO

### Tema 1: Um mundo de muitas línguas Subtema 1: Cyber friends



WHY LEARN ABOUT... ?



WHAT AM I GOING TO LEARN?



HOW WILL I LEARN?



WHAT DID I LEARN?



HOW CAN I LEARN MORE ABOUT THIS TOPIC?



## WHY LEARN ABOUT...?

Learning about cyber friends is essential because online interactions are a major part of daily life, from social media to gaming communities. Understanding the benefits and risks of cyber friendships helps develop **critical thinking, digital literacy, and online safety skills**. It allows you to recognise **trustworthy connections, avoid dangers** like catfishing or cyberbullying, and build **meaningful, healthy relationships** in the digital world.

With the internet shaping social interactions more than ever, knowing how to navigate online friendships wisely ensures a **safer and more positive digital experience**.



## WHAT AM I GOING TO LEARN?

### COMPETÊNCIA COMUNICATIVA

#### Compreensão oral

Compreender um discurso fluido e seguir linhas de argumentação dentro das áreas temáticas apresentadas.

#### Compreensão escrita

Ler e compreender diversos tipos de texto, dentro das áreas temáticas apresentadas, recorrendo, de forma adequada, à informação visual disponível; decodificar palavras-chave/ideias presentes no texto; interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a).

#### Interação oral

Interagir com eficácia progressiva, participando em discussões, no âmbito das áreas temáticas.

#### Produção escrita

Planificar e elaborar uma atividade de escrita de acordo com o tipo e função do texto e o seu destinatário, dentro das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos em outras disciplinas.

#### Comunicar eficazmente em contexto

Adaptar o discurso ao registo do interlocutor, utilizando vocabulário e expressões idiomáticas correntes, assim como estruturas frásicas diversas.

### COMPETÊNCIA ESTRATÉGICA

#### Colaborar em pares e em grupos

Participar em atividades de par e grupo, revelando inteligência emocional em situações conhecidas.

#### Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto

Demonstrar progressivamente autonomia na pesquisa, compreensão e partilha dos resultados obtidos, utilizando fontes e suportes tecnológicos.

#### Pensar criticamente

Relacionar vários tipos de informação, sintetizando-a de modo lógico e coerente, com apresentação de pontos de vista e opiniões, integrando a sua experiência e mobilizando conhecimentos adquiridos em outras disciplinas.



## HOW WILL I LEARN?

**GTA 1: Cyber friends - trust or illusion?**

GTA 2: Cyberbullying awareness

## Tema 1: Um mundo de muitas línguas

## Subtema 1: Cyber friends



## GTA 1: Cyber friends - trust or illusion?

**Learning objectives:**

- Explore the concept of cyber friendships by analysing real-life scenarios.
- Research online relationships' benefits and risks.
- Decode key terms related to digital communication.

**Working method:** individual or small groups (2-3 students).

**Resources and materials:** paper and pen, internet, student's book.

**TASK 1****Brainstorming**

When talking about cyber friendships, what words come to mind?

**Write** down a list of vocabulary (a minimum of 15 words or expressions) related to the topic. You can **use** your student's book as a support.

**TASK 2****Warm-up: Think-Pair-Share** (optional pair work)

**Ask** yourself/ yourselves: *"What makes a real friendship? Can online friendships be as strong as offline ones?"*

**Write** down 3 pros and 3 cons of cyber friendships and briefly **discuss** your thoughts with your partner and then the class.

**TASK 3****Cyber friendships: research & critical thinking**

**Look for** a text about cyber friendships in your student's book. If you can't find one, **search for** an article or case study online.

- If you chose a text from your student's book...  
... **solve** the corresponding exercises.
- If you opted for an online article...  
... **select** the most relevant information (facts, statistics, examples).



### TASK 3 (cont.)

Here's part of the online article "Technology and Modern Friendship", by Richard Hughes Gibson, that you can use to solve this task.

Complaints about the decline of friendship have become a staple of conversation in our digital times. But before we dismiss them as simply byproducts of generational turnover, consider the evidence that something more substantial is going on. The very language of friendship, for instance, is changing right before our eyes. Facebook has convinced us that "friend" can be a verb, often deployed in the imperative mood ("*Friend me* on..."). Apps have elevated the number of friends above the quality of friendship, displaying the tallies for onlookers to admire, one's (envious) friends especially. As more than one observer has noted, "Friends used to be counted on; now they are counted up." The digital age has even spawned a new species of friend, its title still evolving: Online friend? Internet friend? E-friend? These are friends whose acquaintances we make, and whose company we almost exclusively keep, in digital domains, and advice columns warn of the challenges of meeting such friends "IRL"—that is, in real life.

You **can read** the entire article [here](#).

### TASK 4

#### Critical thinking

**Evaluate** what you have learned by **writing** an opinion post answering the question:

"Are cyber friends as real as in-person friends? Why or why not?"

\*You **must include** key vocabulary words.



date .....

NOTES

**QUICK REVISION!**

## HOW TO WRITE AN OPINION TEXT

An opinion text expresses your point of view on a topic, supported by reasons and examples.

It usually follows this structure:

### **Introduction:**

- Present the topic.
- Clearly state your opinion.

### **Body paragraphs:** (2-3 paragraphs)

- Each paragraph should focus on one main reason supporting your opinion.
- Use examples, facts, or personal experiences.
- Include linking words (e.g., firstly, moreover, however, therefore).

### **Conclusion:**

- Summarise your main points.
- Restate your opinion in a strong, final statement.

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### **Useful Phrases**

- Expressing opinion: *In my opinion, I believe that, From my point of view, ...*
- Giving reasons: *This is because, One reason is that, Another important point is, ...*
- Adding examples: *For example, For instance, Such as, ...*
- Contrasting ideas: *However, On the other hand, Although, ...*
- Concluding: *To sum up, In conclusion, All in all, ...*

**Compare** your answer to that of your colleagues and **discuss** any differences.



## ANSWER KEY

The following are possible answers to each of the previous tasks. Different answers can be accepted. Ask a teacher to clarify any doubts you might be left with.

### TASK 1

- Anonymity
- Avatar
- Chat
- Community
- Connection
- Cybersecurity
- DM (Direct Message)
- Emojis
- Forum
- Messaging
- Networking
- Online
- Profile
- Social media
- Squad

### TASK 2

#### Pros:

1. You can meet people from different cultures and backgrounds, broadening your worldview.
2. Online interactions can be more comfortable for introverts or those with social anxiety.
3. Messaging apps and social media make it easy to stay in touch anytime, anywhere.

#### Cons:

1. Without face-to-face contact, it can be harder to build deep emotional bonds.
2. Text-based conversations can lead to misunderstandings due to lack of tone and body language.
3. Sharing personal information with online friends can pose security risks.



## ANSWER KEY

### TASK 3

Some of the most relevant information may be the following:

1. The definition of "friend" has evolved in the digital era. Facebook has turned "friend" into a verb, and social media platforms prioritise the quantity of friends over quality.
2. The telephone changed friendships by allowing meaningful connections without physical presence.
3. William Deresiewicz ("Faux Friendship") states that online interactions have replaced deep, face-to-face connections, leading people to give their emotional energy to machines.
4. Rather than replacing traditional friendships, technology continuously reshapes the way people connect.

### TASK 4

*In my opinion, cyber friends can be just as real as in-person friends.*

*This is because friendships are built on trust, support, and shared interests, which can exist online. For example, many people form strong connections through gaming, social media, or online communities. However, online friendships lack physical presence, which can make them feel less personal. On the other hand, in-person friends provide face-to-face interactions and emotional closeness.*

*In conclusion, both types of friendships can be meaningful, but personal preference and communication style determine their depth.*





## WHAT DID I LEARN?

### Can I ...

- ... understand the benefits and risks of cyber friendships?
- ... explain how online friendships compare to in-person relationships?
- ... apply research skills by selecting relevant and trustworthy information?
- ... define key terms like digital footprint, catfishing, and online persona?
- ... assess if an online friend is trustworthy by putting into practice critical thinking skills?
- ... reflect on my own online interactions and how to navigate them safely?
- ... express my opinions about cyber friendships clearly in writing or discussion?

If you **still have any doubts** about this topic, **look** for more information in your student's book or **do** some research.



## HOW CAN I LEARN MORE ABOUT THIS TOPIC?

**Read** “The Guardian” online article [Can online friends provide a real sense of community?](#) and **get** a better understanding on how cyber friendships can affect you.



Watch this short video from “Atlantic” on [How the internet is changing friendships](#).

