

'How many aura points did I lose?' The new coolness currency has hints of Aristotle

Level 2: Intermediate – Teacher's notes

Article summary: The article explains the aura points trend and shows its connections to philosophy.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to let students have some fun with current slang terms. Have students guess what the terms mean. If you wish, you could have students give an equivalent term they already know in English or another language they know. To help make students' thinking visible, you may wish to ask, *What makes you say that?* Encourage students to try using the terms in a sentence or even having a "Gen Alpha" conversation. Note: Gen Alpha refers to those born between 2010 and 2025.

Key:

1. c
2. d
3. a
4. b

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. You may wish to mention that the concept of *karma* is associated with many Dharmic traditions, including Hinduism, Buddhism, Jainism, Sikhism and Taoism. You may want to note that the adjective form of *ethics* is *ethical*, which is commonly used. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|-----------------------|--------------------|
| 1. c. aura | 7. a. honour code |
| 2. a. charisma | 8. b. ethics |
| 3. b. trend | 9. c. character |
| 4. b. content creator | 10. b. superficial |
| 5. c. astrology | 11. a. anxiety |
| 6. a. karma | 12. c. failure |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|---------------------|----------------|
| 1. content creators | 5. failure |
| 2. astrology | 6. superficial |
| 3. aura | 7. honour code |
| 4. anxiety | 8. charisma |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g. in item 1, they may say, 'The new way to calculate your charisma is by counting your aura points.'

Key (suggested answers):

1. counting aura points
2. 378 per cent
3. asking someone out and getting a yes; moving on quickly from a break-up and not sharing too many details
4. still on Snapchat but older than 19; answering a question in class but getting it wrong; staying with a cheater
5. Gen Z's reported love of astrology, karma and energy
6. Aristotle
7. the quality of a person's character, rather than how well they follow rules or a higher power
8. moral credit
9. anxiety about what others think of us and about whether we're seen as a success or a failure
10. inviting others to critique us and sharing their opinions about our actions

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4. Key language

- a. The activity gives students an opportunity to think about four verbs used in the article and identify a word that collocates with it. As an extension activity, ask students to look for collocation examples in the article or make a list of more collocations for the given verbs.

Key:

1. *b. points*
 2. *c. details (or blame)*
 3. *a. blame*
 4. *d. participation*
- b. Students have an opportunity to choose one of the collocations for each verb and write a sentence using it. Invite students to challenge themselves and get creative as they write their own sentences. Save some time for students to share examples of their work. As an extension activity, ask students to think of other verb collocations they know or ones they have questions about.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about social media trends and/or hashtags.
- b. Students could then present their reports to the class. Encourage students to share their opinions and give reasons to support their answers. Encourage students to use some of the given phrases in their presentations when using emphasis during their reports.