

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

Level 3: Advanced – 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

4. *b. overshare*
5. *c. astrology*
6. *a. cosmic*
7. *b. zeitgeist*
8. *a. karma*
9. *c. tongue-in-cheek*
10. *a. honour code*
11. *a. virtue*
12. *b. superficial*
13. *c. offset*
14. *c. self-worth*
15. *a. mediate*

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. <i>d</i> | 4. <i>c</i> |
| 2. <i>e</i> | 5. <i>b</i> |
| 3. <i>f</i> | 6. <i>a</i> |

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. *Zeitgeist* is actually a German word that has been adopted into English. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *c. aura*
2. *a. charisma*
3. *b. rebrand*

- 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. *rebranding*
2. *offset*
3. *aura*
4. *overshares/overshared*
5. *mediate*
6. *superficial*
7. *self-worth*
8. *charisma*
9. *zeitgeist*
10. *honour code*

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 oversharing about it*
4. *still on Snapchat but older than 19; answering a question in class but get it wrong; staying with a cheater*

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5. *Gen Z's reported love of astrology and other cosmic belief systems*
 6. *They are in line with virtue ethics.*
 7. *Aristotle*
 8. *moral credit*
 9. *anxiety about what others think of us and about whether we're seen as a success or a failure*
 10. *by inviting others to critique our actions and having them sharing their opinions*
- 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.

4. Key language

- a. The activity gives students an opportunity to think about four verbs used in the article and identify words that collocate with it. There are three correct answers for each item, and one of those is taken directly from the article. As an extension activity, ask students to look for these examples in the article.

Key:

1.
 - points*
 - calories*
 - aura*
 - steps*
2.
 - instances*
 - peril*
 - experiences*
 - details*
3.
 - emphasis*
 - blame*
 - a phenomenon*
 - an order*
4.
 - status*
 - feedback*
 - others*
 - participation*

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.