

Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate – Teacher's notes

Article summary: The article discusses how the use of phones to film people in public has become problematic.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary – adverbs and technology-related vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of social media and viral videos. Depending on how familiar students are with the topic, you may have to lead some of the discussions or help them with new or unfamiliar vocabulary. The task is designed to be done in pairs as there are several group activities later in the lesson.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs. The clues and the words are given to assist students if they have trouble. Some of the clues are quite difficult so you can assist those who struggle. Once students have been given sufficient time, share the answers on the board and discuss any words which your class are still not confident with.

Key:

ACROSS

- | | |
|------------------------|-----------------------|
| 1. <i>thrills</i> | 13. <i>random</i> |
| 4. <i>intention</i> | 16. <i>witnessing</i> |
| 6. <i>problematic</i> | 18. <i>endless</i> |
| 10. <i>appropriate</i> | 19. <i>vaping</i> |
| 12. <i>privacy</i> | |

DOWN

- | | |
|---------------------------|---------------------|
| 2. <i>responding</i> | 9. <i>medical</i> |
| 3. <i>minor</i> | 11. <i>causing</i> |
| 5. <i>reveal</i> | 14. <i>incident</i> |
| 6. <i>policebrutality</i> | 15. <i>reacting</i> |
| 7. <i>vape</i> | 17. <i>respond</i> |
| 8. <i>pranked</i> | |

3. Comprehension check

- a. Students should match the parts of the sentences to summarize the article. They can draw lines or list the number and corresponding letter for each sentence. Encourage them to work alone on this activity, but they can check answers in pairs or small groups.

Key:

- | | |
|-------------|--------------|
| 1. <i>a</i> | 6. <i>e</i> |
| 2. <i>g</i> | 7. <i>f</i> |
| 3. <i>i</i> | 8. <i>d</i> |
| 4. <i>h</i> | 9. <i>c</i> |
| 5. <i>j</i> | 10. <i>b</i> |

4. Key language

- a. This activity can be done individually or in pairs. Have students scan the text and find the adverbs that match the definitions.

Key:

- | | |
|-----------------------------|-------------------------|
| 1. <i>loudly,</i> | 6. <i>carefully,</i> |
| 2. <i>enthusiastically,</i> | 7. <i>aggressively,</i> |
| 3. <i>legally,</i> | 8. <i>negatively,</i> |
| 4. <i>recently,</i> | 9. <i>politely</i> |
| 5. <i>constantly,</i> | |

- b. Encourage the class to skim and scan the article to look for technology-based words. Students should then complete the sentences using these words to complete the sentences. They can do this in pairs or individually.

Key:

- | | |
|-------------------|---------------------|
| 1. <i>caption</i> | 6. <i>Recording</i> |
| 2. <i>clip</i> | 7. <i>uploaders</i> |
| 3. <i>Content</i> | 8. <i>uploaded</i> |
| 4. <i>Devices</i> | 9. <i>viral</i> |
| 5. <i>footage</i> | |

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- c. Students should write three personal sentences, each of which should use an adverb and a technology-based word from the previous tasks. Give students an opportunity to give each other feedback on their work.

5. Discussion

- a. In small groups, students should have short discussions using the prompts. The first relates to their personal experiences with being filmed or filming others. The second and third prompts link back to the article and whether they agree with the writer or not, as well as thinking about the future of privacy.

6. In your own words

- a. Divide the class into small groups and then split those groups in two. Assign 'Side A' or 'Side B' to students. Give students some time to prepare and then set a time limit for their debates.