

Everything I hate is on Twitter – how can the alternatives compete?

Level 2: Advanced – Teacher's notes

Article summary: The author examines the downward slide of X (formerly known as Twitter) after Elon Musk took over, as well as alternative platforms.

Time: 60–90 minutes

Skills: Reading, Speaking

Language focus: Vocabulary: collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of Twitter and social media before reading the author's opinions.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Elicit what students know about each word's pronunciation, meaning and use. See notes in parentheses.

Key:

- | | |
|------------------------|-------------------------|
| 1. <i>Repartee</i> | 8. <i>curate</i> |
| 2. <i>Overhang</i> | 9. <i>broad brush</i> |
| 3. <i>Incitement</i> | 10. <i>goad</i> |
| 4. <i>monetise</i> | 11. <i>disgruntled</i> |
| 5. <i>Verification</i> | 12. <i>Half-hearted</i> |
| 6. <i>Discourse</i> | 13. <i>triviality</i> |
| 7. <i>inalienable</i> | 14. <i>Hooliganism</i> |

- b. Ask students to do the exercise individually and then compare their answers in pairs or small groups.

Key:

- | | |
|------------------------|--------------------------|
| 1. <i>monetisation</i> | 6. <i>verifiable</i> |
| 2. <i>curator</i> | 7. <i>goad</i> |
| 3. <i>alienated</i> | 8. <i>Overhanging</i> |
| 4. <i>incite</i> | 9. <i>half-heartedly</i> |
| 5. <i>triviality</i> | 10. <i>hooliganism</i> |

3. Comprehension check

- a. Ask students to read the statements and find the relevant information in the text to complete the task.

Key:

Articles that reflect the writer's opinions: 1, 3, 6, 7

2. *Since blue ticks were monetised, they destroyed trust in the verification process.*
4. *Suddenly, her feed had more irrelevant and annoying content.*
5. *The avatars were looking to sell crypto.*
8. *Not all non-profit platforms are better, so that's false.*
9. *We must find a better solution than "boycott and find a hobby".*

4. Key language

- a. Students could be asked to do this exercise in pairs and highlight the phrases in the article.

Key:

1. *a*
2. *c*
3. *e*
4. *f*
5. *d*
6. *b*

- b. Ask students to do this individually or in pairs and compare their answers in small groups. The answers below are only suggested answers.

Key (possible answers):

1. *I was absolutely devastated when Musk took over Twitter.*
2. *I follow comedians who constantly post absolutely ridiculous comments.*
3. *I was bitterly disappointed when my favourite actress didn't retweet my idea.*
4. *The conversation about Trump is deeply divided.*
5. *It is highly unlikely that Mastodon will become as popular as Twitter was.*
6. *It's perfectly normal to hate Twitter.*
7. *I am reasonably happy without using Twitter.*
8. *Soon, other apps will be readily available.*

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5. Discussion

- a. Allow students time to note their ideas about each question and encourage them to elaborate on their answers.

6. In your own words

- a. You can get students to collaborate on this first research stage or allow them to work individually and then share information. Once enough information has been gathered, elicit main ideas and note them on the board.
- b. Ask students to imagine they found the article in someone's feed online. Have them post their opinion and support it with some of the information they found in the previous activity. Have students work in pairs to peer-edit their comments before sharing these with the rest of the class (face-to-face) or posting them on the digital class wall.