The Guardian

one stop english

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

Level 2: Intermediate – 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

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1. Warmer

a.–b. These activities aim to introduce the topic of Twitter, social media, and its basic terminology before reading the author's opinions.

Key:

1. hashtag
2. post
3. DM
4. repost
5. feed

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.

Key:

1. monetise
2. enquiry
3. Startling
4. curate
5. target
6. Spite
7. disgruntled
8. delusion
9. Governance
10. Hooliganism

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

Key:

1. hooliganism
2. curated
3. monetise
4. targeting
5. disgruntled
6. delusion
7. enquiries
8. startling

3. Comprehension check

a. Ask students to read the statements and decide if they are true or false based on the article. They should use the information in the article to correct any false sentences.

Key:

1. True
2. False. It got worse as trust was lost.
3. True
4. False. There was more irrelevant and annoying content.
5. False. They were a scam.
6. True
7. True
8. False. Not all non-profits are better.
9. False. She thinks there must be a better solution.

4. Key language

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

Key:

-ing	-ed	-al	-ic / -ical	-ive	-ist
appealing interesting	deluded interested	delusional	democratic political	cooperative repetitive	extremist

b. Ask students to do this individually or in pairs and compare their answers in small groups.

Key:

1. democratic
2. repetitive
3. deluded
4. political
5. interesting
6. cooperative
7. extremist

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5. Discussion

a.   Allow students time to note their ideas about each question and encourage them to elaborate when participating.

6. In your own words

a.   You can get students to collaborate on this first research stage or allow them to work individually and share their information. Once enough information has been gathered, elicit the 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.