The Guardian

one stop english

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

Level 1: Elementary – Teacher's notes

Article summary: The author examines the downward slide of X (formerly 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. and b. This activity aims to introduce the topic of X (formerly 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. Divide the class into two groups. Assign each half of the class one-half of the items (1–5 or 6–10). Then, sub-divide each group into pairs and ask them to complete the activity. Once completed, ask them to compare their answer to other pairs'. Then, regroup students so they can exchange their answers and complete the rest of the items.

Key:

1. *tick*
2. *quit*
3. *journalist*
4. *comment*
5. *scam*
6. *moderate*
7. *repetitive*
8. *existing*
9. *platform*
10. *cooperation*

3. Comprehension check

a. Ask students to read the statements and identify key words. Then, ask them to scan the text and find the relevant information to check each sentence.

Key:

1. *True*
2. *False. Trump went back on; you had to pay for blue ticks, and many workers quit or were fired.*
3. *False. There were long, uninteresting conversations and unpleasant comments.*
4. *True*
5. *False. It had the advantages of being built off an existing platform, it had more money, and it got lots of Twitter's ex-workers.*
6. *False. Not all non-profit platforms are better.*
7. *False. The writer thinks we must find a better solution.*

4. Key language

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

Key:

1. *surprising*
2. *long*
3. *unpleasant*
4. *pretty*
5. *amazing*
6. *repetitive*
7. *different*

b. Ask students to do this individually and then share their answers in pairs.

Key (possible answers):

1. *thing … do karate*
2. *comments … angry*
3. *conversations … my sister*
4. *travel to other countries … experiences*
5. *The Olympics … example*

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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 share their information. Once they have enough information, 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. Elicit some ideas and write a model sentence on the board. For example:

You can write longer posts on Threads.
You can share more images on Threads.
Threads uses your private data.

Have students work in pairs to peer-edit their sentences before sharing these with the rest of the class (face-to-face) or posting them on the digital class wall.