

# Teacher's notes and key

## Lesson title:

# THE INTERNET NEVER FORGETS

### You need

- 1 photocopied sheet per student
- 1 blank sheet of paper per student

### Exercise 1

- Give the students time to read the question and discuss it in pairs or groups. Then invite individuals to suggest ideas. If necessary, ask them to read the introduction to the text, too.

### Exercise 2

- Have stronger classes read the whole text straight away. Have weaker classes read it in three stages. In both cases, go round and explain any new words, but note them down too and check them with the whole class later.
- Alternatively, divide the class into three sections. Each section studies one of the paragraphs, using dictionaries as necessary. Then the whole class reads the complete text, with students from each section answering questions about their own paragraph.
- If you wish, focus on collocations in the text: write the following verbs on the board and ask the students to match them with nouns to make collocations that are in the text.

call (the police)   apply for (a job)   make (friends)  
go to (school)   post (comments)   join (a group)  
take (photos)   upload (photos)

- Invite and encourage comments and discussion about the text. Ask the students if they know any similar stories

### Exercise 3

- Answers: 1 David   2 Jamie   3 Amy

### Exercise 4

- Answers: 1 Amy   2 Amy, Jamie   3 David   4 David  
5 Jamie

### Exercise 5

- Invite different students to read out the comments, as if in short dialogues (they could leave out the user names!). Point out that these comments, like the ones in Exercise 3, are written like spoken language, in contrast with the text itself, which is more formal.

### Exercise 6

- Go round and monitor while they are writing their comments – make suggestions if necessary.
- Ask the students to read out their comments like dialogues. Encourage stronger classes to improvise (i.e. speak without reading).

### Exercise 7

- Again, go round and make suggestions if necessary while they make notes.
- Monitor their discussions and encourage them to use some of the expressions from the lesson.

### Suggestions for writing tasks (in the lesson or as homework)

- Choose Amy, David or Jamie. Write two paragraphs:  
1 Do you feel sorry for her/him? Why/Why not?  
2 What do you think she/he should do now?
- Write a paragraph (100-120 words) giving your opinion on the question 'Are social media sites a bad idea?' Give arguments for or against to support your opinion.

### Background information

The 'right to be forgotten' is currently a hot topic in Europe and elsewhere. Should the public be able to have information removed from the internet? While it might seem obvious that people have the right to privacy, the question is, who decides? When does it become censorship? Is censorship a good thing? There have been several recent attempts to address this issue. Notably, in California, a new law has just been approved. It gives children (under the age of 18) the right to delete anything that they have posted online. It does not however enable them to remove anything that anyone else has posted. Meanwhile the EU Court of Justice recently ruled that citizens can ask for their names to be removed from internet searches. Internet companies such as Google and Wikipedia are currently opposing this ruling.

Lesson written by Liz Kilbey, the author of Pearson's new course for teenagers coming in 2015.

