

## **Your life in 2D**

**(LEVEL B2)**

### **Part 1: WARM-UP**

*As a warm-up draw your ss' attention to the picture below. Let them discuss the questions for a while. Brief feedback as a class (appx. 3-5 mins)*

**EX.1. Look at the picture below. Do you use Instagram? Why/Why not? Why is social media so popular among young people? Compare your ideas with your partner.**



Source: creativecommons.org

### **Part 2: WATCHING**

Source: <https://www.youtube.com/watch?v=v1lwQ6XU5yw>

*Set the second task by giving clear instructions. Inform your ss that they will watch the video twice. Allow ss to read the questions first. Play the video once. (appx. 5–8 mins)*

**EX.2.a. Watch the video, answer the following questions and discuss them with your partner:**

1. What happens in this short video? Summarize briefly.
2. What is the main message behind it? **ridiculing the act of taking photos of beverages/food and posting them on Instagram**
3. Do you agree with it?

*Let your ss discuss the questions in pairs/groups. Brief feedback as a class. Now play the video again and tell your ss to focus on the expressions below. (appx. 8-10 mins)*

**EX.2.b. Take a look at some of the colloquial expressions used in the video. Can you guess what they mean? Think of some phrases that could replace them without changing the meaning. Brainstorm ideas with your partner.**

*Some possible answers may include:*

- „hey pal!” **hey dude/man/mate**
- „what the hell!” **what the heck/what the f\*\*k**
- „you're way too close” **you're much/far too close**
- „copy you” **I get it/I understand/got it**
- „hold the work” **stop the work**
- „I think we're almost there” **i think we're almost done/almost finished**
- „at the end of the day it's their fault not mine” **ultimately/after all/in the end it's (...)**
- „take a shot” **take a pic/a snap**

### **Part 3: READING**

*Tell your ss that they will now read a shortened newspaper article from The Guardian about a model who decided to quit social media. Allow them to read the statements in EX.3 and clarify any new vocabulary. Tell your ss that apart from choosing the correct alternative they need to underline the right extract in the text to justify their answers. (8-12 mins)*

**EX.3. Read the article below and decide if the statements are true or false:**

1. Her decision to quit social media was received negatively. T/F
2. She decided to edit the captions of her photos to get more attention from her followers. T/F
3. She was hugely concerned that her selfie didn't receive enough likes. T/F
4. Her new website will show unedited content. T/F
5. On her new website she encourages the readers to switch to veganism. T/F

**Essena O'Neill quits Instagram claiming social media 'is not real life' (The Guardian)**

(...)

An Australian teenager with more than half a million followers on Instagram has quit the platform, describing it as “**contrived** perfection made to get attention”, and called for others to quit social media – perhaps with help from her new website.

Essena O'Neill, 18, said she was able **to make an income** from marketing products to her 612,000 followers on Instagram – “\$2000AUD a post EASY”. **But her dramatic rejection of social media celebrity has won her praise.**(1)

On 27 October she deleted more than 2,000 pictures “that served no real purpose other than self-promotion”, and dramatically edited the captions to the remaining 96 posts **in a bid** to reveal the manipulation, **mundanity**, and even insecurity behind them. O'Neill did not respond to requests for an interview.

A photo of her wearing a bikini, once captioned “Things are getting pretty wild at my house. Maths B and English in the sun,” has been edited: “see how relatable my captions were – stomach **sucked in**, strategic pose, pushed up boobs. **I just want younger girls to know this isn't candid** life, or cool or inspirational. **It's contrived perfection made to get attention.**” (2)

“Why would you tell your followers that you're paid a lot to promote what you promote? Why would you tell your followers that you literally just do shoots every day to take pictures for Instagram?” she said in a 22-minute vlog posted to YouTube, titled “HOW PEOPLE MAKE 1000's ON SOCIAL MEDIA”. “Like, it's not cool. No one thinks that's radical, or revolutionary.”

“Yet I, myself, was consumed by it. This was the reason why I quit social media: for me, personally, it consumed me. I wasn't living in a 3D world.”

“**I remember I obsessively checked the like count for a full week since uploading it,**”(3) she wrote of her first-ever post, a selfie that now has close to 2,500 likes. “It got 5 likes. This was when I was so hungry for social media **validation**. Now [it] marks the day I quit all social media and focus on real life projects.”

(...)

This includes letsbegamechangers.com, O'Neill's new site “aimed to inspire constant QUESTIONING”, where there's “no likes or views or followers ... **just my content as raw as I**

want”(4). In her first post, dated 31 October, she challenged her followers to go a week without social media, and recommended Eckhart Tolle’s book *The Power of Now*.

The site will cover “veganism, creative imagery with purpose, poems, writing, interviews with people that inspire me, and of course the finical reality behind **deluding** people off Instagram”.(5) She will continue to post videos about vegan eating to YouTube, but Vimeo (“made to help not to get views or \$\$\$”) will “host all the new quality content”.

Author: Elle Hunt

Source: <http://www.theguardian.com/media/2015/nov/03/instagram-star-essena-oneill-quits-2d-life-to-reveal-true-story-behind-images>

#### Part 4: VOCABULARY

*Draw your ss' attention to EX.4.a. Tell them to first try and guess the meaning from the context. Next ss match the expressions and later compare them with their partner before reporting back to the class. (appx. 5-8 mins).*

**EX.4.a Go back to the text and try to guess the meaning of the highlighted phrases from the context. Compare your ideas with your partner.**

**Now match the phrases with their definitions/synonyms.**

|                               |   |
|-------------------------------|---|
| A. contrived <b>f</b>         | a. honest and telling the truth                 |
| B. to make an income <b>g</b> | b. to make someone believe sth that is not true |
| C. in a bid to <b>h</b>       | c. approval                                     |
| D. mundanity <b>d</b>         | d. the quality of being ordinary, common        |
| E. to suck in <b>e</b>        | e. to draw in                                   |
| F. candid <b>a</b>            | f. artificial and difficult to believe          |
| G. validation <b>c</b>        | g. to earn money                                |
| H. to delude <b>b</b>         | h. in an attempt to                             |

Definitions: [cambridgedictionary.org](http://cambridgedictionary.org)

*Set the next task. Tell your ss that they now need to use the expressions to fill in the gaps. Ss work*

*individually and then compare their answers. Feedback. (appx. 5-8 min)*

**EX.4.b. Now use the expressions in an appropriate form to fill in the sentences below.**

1. When we were left alone I gave him my .....**candid**..... opinion.
2. I guess I need to break up with him – he needs constant .....**validation**..... from his mother and he can't think for himself.
3. I hope it didn't sound like a .....**contrived**..... compliment.
4. ....**Suck in**..... your cheeks to apply blusher to your cheek bones.
5. When she got promoted she was able to .....**make an income**.....of \$100,000 a year.
6. He got lost .....**in a bid to**..... find his way out of the woods.
7. You won't pass this exam if you don't study properly. Stop .....**deluding**.....yourself!
8. I can't believe the .....**mundanity**..... of this lecture. He should've prepared something more original.

**Part 5: VOCABULARY PRACTICE**

*Set the task by giving clear instructions and make sure everyone understands the rules. Divide your class into groups of 3 or 4 (bigger classes) or pairs (smaller classes). Give out the sets of cards with the words from the lesson. Tell ss that they now have to discuss the questions in EX.5 using all the words from the set. When the word has been used, the student simply puts it away. Whoever gets rid of their cards the fastest – wins. Monitor & feedback.*

*Alternatively (if you still have some time left at the end of the lesson) as you monitor the exercise you can note down some of your ss' mistakes. Next put them on the board in random order and get your ss to guess where the mistakes are. Feedback.*

**EX.5. Discuss the following questions with your partner using the words that you were given**

by your teacher. Remember you **MUST** use all of them as you answer the questions.

Imagine quitting social media for one week. Do you think you could do it? How would you feel about it? Which social media account would you miss the most/the least?



|             |                   |
|-------------|-------------------|
| CONTRIVED   | TO MAKE AN INCOME |
| IN A BID TO | MUNDANITY         |
| TO SUCK IN  | CANDID            |
| VALIDATION  | TO DELUDE         |