



CRIME AND ONLINE IDENTITY – B1

I. About this lesson

Activity title: Understanding 'Media Entity' by S. Kansara and E. Tarascou

Level: B1

Recommended Age: 15+ (drugs are shown in chapter 5 and the overall tone of the story is dark)

Subject: English as a foreign language

Timing: 50 min

Resources: Computer with internet access, worksheet.

Learning objectives:

- a. Improving independent reading skills
- b. Reviewing crime-related vocabulary
- c. Reviewing the past simple

Material needed: board, pens, projector

II. Lesson scenario

1. Instruction for the teacher

Preparation to do before the lesson

Two weeks before the lesson, share with your students the link to the digital version of Media Entity (<http://www.mediaentity.net/>). It is accessible from any web browser.

You can share this story pitch with them to help them dive into reading:



About this comic book:

'In this world, Media Entity is a company that provides everybody with a digital identity, not only as a social network, but also for government and commercial services. The life of the trader Eric Magoni changes when he is falsely accused of making his company lose billions because of an illegal transfer.'

Media Entity is imagined as a comic series composed of episodes. It is often compared to the spirit of Black Mirror (<https://www.netflix.com/fr/title/70264888>), a dystopian series which depicts extreme uses and invasion of private life by digital platforms and social media.

Ask your students to read the first five chapters of the story: they might have difficulties to go further into the story if they did not understand the first chapters, and these chapters provide enough content to discuss. The approximate reading time should be about 45 minutes to an hour.

Ask your students to list 5 words they learnt in the book. To discuss at the beginning of the studying session.

Introduction

Start the lesson with a short "Check IN" by telling students:

- a. Today, we will study 'Media Entity' by Simon Kansara (scenarist) and Emilie Tarascou (illustrator).
- b. For the preparation, I asked you to read the book and to write down 5 words that you learnt.
- c. Here is the plan for today's lesson:
 - o First, we will explore together the vocabulary you learnt.



- Then, we will create groups of 3-4 people to discuss an exercise I will share with you to make sure you understood the story.
- Finally, we will explore some vocabulary related to crime and investigation.

Step 1: Sharing vocabulary (12 min)

- a. Start by asking 5 students to share the 5 words that they learnt and write them on the board. Make sure to explain that slang and curses are useful to read a story but should not appear in school writing.
- b. Then, ask other students if they wish to add words to the list, or if there were words they did not understand.
- c. After this step, present to your students the comic strip 'Guilty' (activity 1) to explain the difference between being guilty and feeling guilty.
- d. To finish with vocabulary, present to your students the comic 'To search, to research, to look for' (activity 2) to explain the different uses of these verbs. This lesson includes an exercise to do in class or as homework.

Answers to exercise 1:

1. looking for; 2. search; 3. researches; 4. searches, to look for; 4. research

Step 2: Understanding the story in groups (25 minutes)

- a. Introduce the next activity (exercises 2 and 3): "I have prepared reading comprehension exercises to make sure you all understand the story. Create groups of 3-4 people to work on them together for 15 minutes."
- b. Ask your students who would like to start first. When they are done explaining, ask the rest of the class if one of them could explain. As humour is



used throughout the book and as there is mature content, remind the class to respect others' comments and questions. You will act as a moderator.

- c. Explain points that cannot be explained during class discussion.
- d. After 15-20 minutes, move on to the next step.

Answers to exercise 2:

Chapter 1: trader, loss, run, beggar

Chapter 2: suitcase, questioning, reporters, fraud

Chapter 3: interrogation, affair, strange, manage

Answers to exercise 3:

Chapter 4: wandered, led, told

Chapter 5: made, gave, prompted, tried, woke

Step 3: Open up the discussion (5 minutes)

- a. Open up the discussion by asking students what they think about the comic book and if they enjoyed the format of the activity.
- b. If you plan to organise other classes on Media Entity, ask your students to finish reading the book for the next class. Leave at least one week between the 2 classes to give time for your students to read.



2. Worksheet for the student

INTRODUCTION: PRESENTATION OF MEDIA ENTITY

Title: Media Entity

Type of comic: Graphic novel and motion comic

Authors: Simon Kansara (scenarist), Emilie Tarascou (illustrator), Hubert (colorist)

About the author: Simon Kansara is a French TV scenario writer and Emilie Tarascou is an illustrator trained as an animation specialist. They joined to work on a transmedia project as part of an arts competition and created Media Entity.

Summary: In this world, Media Entity is a company that provides everybody with a digital identity, not only as a social network but also for government and commercial services. The life of trader Eric Magoni changes when he is falsely accused of making his company lose billions because of an illegal transfer. The story takes place in France.

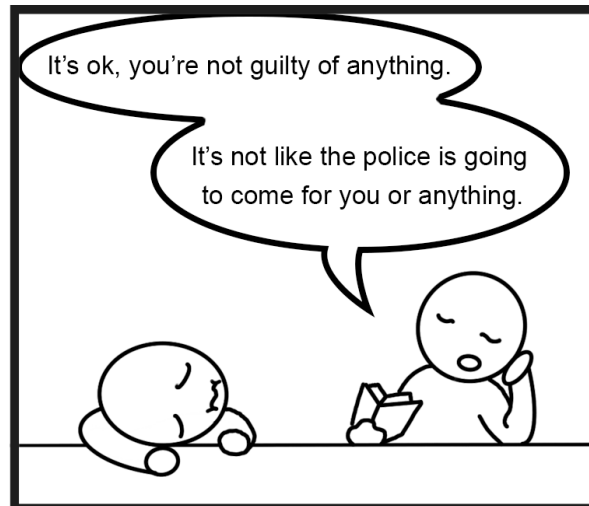
Link to the webcomic: <http://www.mediaentity.net/en/>

ACTIVITY 1: Guilty

The word guilty has several meanings!

Being guilty means that you were judged by a court and it was found that you did something reprehensible.

Feeling guilty is thinking that you did something wrong and feeling bad about it. Look at the comic below in which the character feels guilty, but is not guilty.





ACTIVITY 2: Understanding the difference between ‘to search’, ‘to research’, and ‘to look for’.

Understanding the difference between ‘to search’, ‘to research’ and ‘to look for’ can be tricky. Here are some explanations on when to use each:

- ‘To search’: trying to find somebody or something by looking carefully.
- ‘To research’: a careful study of a subject to discover new facts or information about it. Often used about scientific research.
- ‘To look for’: similar meaning to ‘to search for’, which means you are looking for something specific. ‘To search’ has a broader meaning and does not always come with ‘for’ (for example, ‘to search an area’).

The comic below provides examples for each verb.



The detective **searches** the police file for information.



The detective **researches** the suspect's last known whereabouts.



The detective goes to the location and **looks for** clues.





EXERCISE 1: Complete the sentences below with 'to search', 'to research', or 'to look for' in the appropriate form.

1. I always lose time _____ my keys in the morning!
2. I've found this nice blog with a quick _____ about banana bread recipes.
3. My sister is a biologist, she _____ life in space.
4. In the morning, my cat always _____ the garden, to _____ insects to catch.
5. I did some _____ to find the cheapest plane tickets.

EXERCISE 2: Understanding the story in groups

Complete the following exercises with the members of your group to make sure you understand the story of Media Entity clearly.

TASK 1: Fill the gaps in the text below, which is a summary of the first chapters of 'Media Entity'. For each chapter, a list of words to choose from is provided.

Chapter 1:

Choose among: loss, beggar, run, trader.



One evening at work, successful _____ Eric Magoni realised a _____ of more than 5 billion euro on his Media Entity profile. He was called to his boss's office to explain himself, but he chose to _____ to find out the truth. On the metro ride back to his apartment, a strange _____ surrounded by pigeons advised him to destroy his phone and to disappear, but Eric rejected his advice.

Chapter 2:

Choose among: fraud, questioning, reporter, suitcase.

When he came home, he packed a _____ and told his wife Alice he was going to Geneva. As he was fighting with her, the police came to his apartment to take him in for _____.

At the same time, two _____, a young enthusiastic woman and an old bored man, were covering the actions of the police. When they learnt that a trader has been brought to the police for massive _____, they went to cover his story.



Chapter 3:

Choose among: strange, affair, interrogation, manage.

During his _____, Eric explained that he was not responsible for the financial loss of the bank he works for because he was with Lucille, his partner Jeremy's wife. Eric revealed that he did not log off from his Entity account to hide that he was having an _____ with her. However, Lucille did not confirm his story because she did not want to be involved.



When Eric was about to get into the police car to go to prison, a _____ event occurred. Dozens of pigeons came and fought the policemen, helping Eric to escape. Henri, the old reporter, saw everything but he did not _____ to take proper pictures.

TASK 2: Continue to complete the summary of the story by writing the verbs in parenthesis in the past simple form.

Chapter 4:

Eric (to wander) _____ through the streets and tried to fall asleep in a dark alley, when a pigeon seemed to come looking for him. The pigeon (to lead) _____ him to the beggar from the first chapter, and then Eric got kidnapped by a group of thugs.



The beggar noticed Henri, the old reporter, and (to tell) _____ him no one will ever believe him if he said that pigeons helped Eric Magoni to escape the police.

At the end of the chapter, a young man from London is seen gathering information on Eric and investigating several people connected to him.

Chapter 5:

Idol Ryoko Okada (to make) _____ a surprise appearance at a young girl's birthday party. However, she (to give) _____ her drugs, which (to prompt) _____ the mysterious investigator from London to give her picture to a journalist working for a youth magazine to expose her.



The journalist (to try) _____ to use the idol's incriminating picture to get a scoop for her magazine but only partially succeeded.

Somewhere, Eric Magoni (to wake) _____ up in a caravan among people living at the margins of society who believe he was innocent.



Congratulations on completing the exercises! If you feel like you do not understand the whole story yet, it is normal. You have only read the first 5 chapters of the book for now.

However, if you are unsure about your understanding of the story, do not hesitate to write down your questions to ask your teacher in the debrief at the end of the class.



III. Modification and differentiation ideas

- a. This lesson can be used as an application of lessons such as giving explanations in grammar, or crime or social media in vocabulary.
- b. You could spend another 2 to 3 classes to finish the first book (all the chapters that are online) and make sure students understand it thoroughly by following a similar structure. Activities could be related to presenting the different characters, giving explanations, or debating the themes of the book.
- c. You can use another lesson to open up discussion about our digital identity, online safety and hygiene and the impact that social media has on our lives.