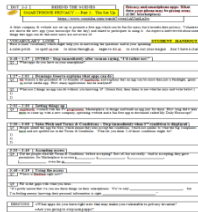




**Part A SET IT UP**



**Step 1 INVOLVING THE STUDENTS**

Ask them what advantages there are in having a smartphone.

**Step 2 INTRODUCE THE VIDEO**

Say that the video is about privacy issues regarding smartphones. This is the first of three different parts and shows how volunteers, an app and a spying system are set up.

**Step 3 PRETEACH VOCABULARY**

Give the students the handout and go over the vocabulary.

**VOCABULARY LOOK**

a sales pitch to spell st out to skim through st eager to do st to stick out your tongue don't have a clue

<b>Q1</b>	<b>0:48 – 1:17</b>	<i>What apps do you have on your smartphone?</i>
Play section to orientate the students further. Then have them speak in groups of 2 or 3 to compare what apps they have on their smartphones.		
<b>Q2</b>	<b>1:17 – 2:02</b> (1:40 – 1:44)	Domingo Guerra is the president & co-founder of <u>Appthority</u> and explains that an app can be more than just a flashlight, game or social media app. <i>How many apps has he analyzed?</i>
Play section and elicit answers to this question and to Q3. <b>Over 4 million</b>		
<b>Q3</b>	<b>1:17 – 2:02</b> (1:50 – 1:58)	<i>What are 2 things an app can do without you knowing it? (Guess first, then listen to see what he says and write below.)</i>
Elicit different possibilities from the class. Then they listen to see if their guesses coincide with what he says. 1) <b>It can turn on the audio to listen to your conversations, even if you're not using the phone.</b> 2) <b>It can turn on the front or the back camera to take pictures or videos.</b>		
<b>Q4</b>	<b>2:02 – 2:30</b> (2:20 – 2:28)	<u>Appthority</u> worked with the TV programme, Marketplace, to design and build an app just for them. <i>How long did it take them to come up with a new company, operating website and a fun free app to download called My Daily Horoscope?</i>
Play section and elicit answers. <b>Less than a day</b>		
<b>Q5</b>	<b>2:30 – 3:09</b> (3:06 – 3:09)	People install the app for free, which means they also accept the conditions, which are similar to what the big companies have and are spelled out in the Terms & Conditions. <i>What do you think 3 of those conditions might be?</i>
Have the students predict as a class first. Then play the video to confirm. Pause video immediately when 3 <sup>rd</sup> condition is displayed at 3:09. 1) <b>Delete contacts</b> 2) <b>Record call conversations</b> 3) <b>Take pictures from front/back camera</b>		
<b>Q6</b>	<b>3:10 – 3:45</b> (3:38 – 3:45)	GAP-FILL: Did the people read the Terms & Conditions before accepting? Sort of, but not really. And in accepting, they gave permission for Marketplace to <u>access p</u> _____, <u>e</u> _____, <u>t</u> _____, <u>even the m</u> _____.
Play section and elicit answers. It's a little fast, so you may want to repeat that part which states the answers. <b>photos, call logs, text messages, location, even the microphone</b>		
<b>Q7</b>	<b>3:46 – 6:19</b> (5:47 – 6:00)	The testers read their horoscopes. Then Asha checks to see what information she can access from the testers. <i>Where is <u>Shahbaz</u> right now?</i>
Play section and elicit answers. <b>Near a golf club and a fire station</b>		
<b>Q8</b>	<b>3:46 – 6:19</b> (1:50 – 1:58)	GAP-FILL: "It's pretty unreal that we can see these things on their smartphones. We've only _____, but I'm feeling uneasy knowing their personal information is right _____."
Play section and elicit answers. We've only <b>skimmed the surface</b> , but I'm feeling uneasy knowing their personal information is right <b>at my fingertips</b> .		

**Part B WATCH VIDEO**

**1 step PLAY THE VIDEO**

Have the students watch the video section by section, a few times if necessary, and compare answers before going over it in class.

**Part C DISCUSS**

**1 step DISCUSSION**

Place the students into groups of 3 or 4 to discuss the issues. Encourage them to develop their arguments and to respond to what others say.

- DISCUSS 1 What apps do you have right now that may make you vulnerable to privacy invasion?  
DISCUSS 2 Are you going to stop using apps?