



# What Did I Do?

a short story for English  
reading and speaking

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# Introduction

In this stage, go around the class and take turns asking and answering the questions. Encourage students to share their ideas in full sentences, and follow up with additional questions to deepen the discussion.

1. Have you ever seen a prank or challenge video on social media? What was it about?
2. Why do you think some young people take part in risky challenges online?
3. Do you believe it is possible to become “famous” overnight because of one video? Is this a good thing or a bad thing?
4. How would you feel if someone filmed you without your permission and shared it online?
5. Do you think teachers, parents, or the police should be more involved in controlling social media behaviour? Why or why not?

# What Did I Do?

In this stage, the story is read aloud by the students. Each student should read a short section in turn. After each section, pause to check comprehension and ask simple follow-up questions to ensure understanding.

The police entered the classroom and called out for her by name.

“Sarah Dawson? Come with us, please. We have some questions to ask you.”

The teacher stared at Sarah, wide-eyed.

“Sarah?” she whispered.

The rest of the class, delighted by the drama, gasped and jeered.

“Ooooh, Sarah, you’re in trouble now,” one girl sang, and the room filled with cruel laughter.

Sarah’s jaw dropped. She could hardly move, but somehow she stood and shuffled to the front. One of the

officers placed a hand on her shoulder and gently ushered her out.

“What’s this about? I haven’t done anything,” Sarah said, her voice trembling.

“We’ll explain,” the officer replied.

At the end of the corridor stood Mrs Gladwell, the headteacher, her face even sterner than usual.

“Sarah, these officers would like to speak to you,” she said. Then, to the officers: “Use my office. Take your time.”

Inside, one officer sat behind the desk while Sarah and the other took chairs in front.

The officer folded his hands. “Sarah, do you know why we’re here?”

She shook her head, her throat dry.

He tapped his phone, then turned the screen towards her. The video showed a supermarket aisle. There she was — Sarah — pulling a tin from the shelf, glancing around, and slipping it under her jacket. Moments later, the footage cut to her running out of the shop.

Her mouth fell open.

“I don’t... I don’t remember doing that,” she stammered.

The officer leaned forward, his tone firm. “Sarah, we need you to think carefully. This video shows you taking something. Are you saying that isn’t you?”

Sarah looked at the floor, shaking her head. “It’s me. But it wasn’t like that.”

“Then explain,” the second officer said.

Tears pricked her eyes. “It was a dare. My friends told me to. They said everyone was doing it for a challenge online. You just take something small, film it, and post it. They said it was funny.”

The officer behind the desk raised his eyebrows. “A dare?”

Sarah nodded miserably. “I didn’t even want to do it. But they wouldn’t leave me alone. They said I was boring, that I’d chicken out.”

There was a long silence.

The officer finally said, “Sarah, even if it was a prank, stealing is still a crime. Posting it online makes it worse. We’ll be in touch. For now, you I think you should go back to class.”

Walking back into the classroom was worse than the interview. Every head turned.

“Thief.”

“Shoplifter.”

“Arrested!”

She kept her eyes on the floor as she made her way to her seat. But then a voice rang out, louder than the rest.

It was Chloe Madsen — Sarah’s nemesis since Year Seven.

“Enjoy your time in prison, Dawson,” Chloe sneered.

“Maybe they’ll let you steal some soap.”

Laughter erupted around the room. Sarah’s cheeks burned. She spun round.

“Shut it, Madsen. You don’t know anything!”

“Oh, I know enough,” Chloe shot back. “Everyone does now.”

Before Sarah could reply, the teacher’s voice cut through the noise.

“Enough! Both of you. Sit down and be quiet.”

Sarah sat, fists clenched under the desk, but Chloe’s smirk

lingered. Their eyes met — a silent promise that this wasn't over.

By break time, Sarah felt hollow. She pulled out her phone, hoping for distraction.

And froze.

The video.

The supermarket clip was everywhere. Edited, shared, reposted. The caption read:

“Local teen caught shoplifting challenge. #CriminalSarah #ShopliftChallenge”

Hundreds of comments scrolled past:

“OMG she's in my school 😂”

“She's done for.”

“Stealing for likes—pathetic.”

“She'll never live this down.”

Her stomach turned. She shoved the phone back into her pocket, but laughter echoed across the playground. Chloe caught her eye and mimed pulling something under her jacket. The crowd around her roared with laughter.



Sarah's legs felt weak. She wanted to disappear.

By the time she got home, she was numb. She put her key in the door, but before she could turn it, the door yanked open.

Her mother stood there, red-faced.

“Sarah, how could you be so stupid? What were you thinking?”

Sarah tried to answer but no words came. She trudged upstairs, shut her bedroom door, and collapsed on the bed.

Her phone buzzed again and again. With shaking hands, she opened it. The video had already been reposted thousands of times, the comments piling up faster than she could read.

Tears streamed down her face. She wanted to scream, to make it all stop. But the video was out there now. Out of her control.

And going viral.

# What Did I Do? — Story and Reading Comprehension Questions

The story is divided into shorter sections for easier classroom use. After a student reads a section, ask the accompanying comprehension questions. Invite different students to respond and encourage them to explain their answers. *Model answers are provided at the end of the lesson plan.*

## Section 1

The police entered the classroom and called out for her by name.

“Sarah Dawson? Come with us, please. We have some questions to ask you.”

The teacher stared at Sarah, wide-eyed.

“Sarah?” she whispered.

The rest of the class, delighted by the drama, gasped and jeered.

“Ooooh, Sarah, you’re in trouble now,” one girl sang, and the room filled with cruel laughter.

Sarah's jaw dropped. She could hardly move, but somehow she stood and shuffled to the front. One of the officers placed a hand on her shoulder and gently ushered her out.

"What's this about? I haven't done anything," Sarah said, her voice trembling.

"We'll explain," the officer replied.

### **Reading Comprehension Questions**

- 1.How does Sarah's teacher react when the police call her name?
- 2.What is the reaction of Sarah's classmates?
- 3.How does Sarah feel as she leaves the classroom?

### **Section 2**

At the end of the corridor stood Mrs Gladwell, the headteacher, her face even sterner than usual.

"Sarah, these officers would like to speak to you," she said. Then, to the officers: "Use my office. Take your time."

Inside, one officer sat behind the desk while Sarah and the other took chairs in front.

The officer folded his hands. "Sarah, do you know why we're

here?”

She shook her head, her throat dry.

He tapped his phone, then turned the screen towards her. The video showed a supermarket aisle. There she was — Sarah — pulling a tin from the shelf, glancing around, and slipping it under her jacket. Moments later, the footage cut to her running out of the shop.

### **Reading Comprehension Questions**

4. Where does the interview take place?
5. What evidence do the police show Sarah?
6. How does Sarah react when she sees the video?
7. How does Mrs Gladwell react when the police arrive with Sarah?
8. Why do you think the officers decide to show Sarah the video instead of just describing it?
9. What details in the video make it clear that the person is Sarah?

### **Section 3**

Her mouth fell open.

“I don’t... I don’t remember doing that,” she stammered.

The officer leaned forward, his tone firm. “Sarah, we need you to think carefully. This video shows you taking something. Are you saying that isn’t you?”

Sarah looked at the floor, shaking her head. “It’s me. But it wasn’t like that.”

“Then explain,” the second officer said.

Tears pricked her eyes. “It was a dare. My friends told me to. They said everyone was doing it for a challenge online. You just take something small, film it, and post it. They said it was funny.”

### **Reading Comprehension Questions**

- 10.What excuse does Sarah give for stealing?
- 11.How does she describe her friends’ role in the incident?
- 12.What was the purpose of the “challenge”?
- 13.Why does Sarah first say she doesn’t remember?
- 14.How does her body language (looking at the floor, tears in her eyes) show her emotions?
- 15.Why do you think Sarah gave in to the dare even though she didn’t want to?

## Section 4

The officer behind the desk raised his eyebrows. "A dare?"

Sarah nodded miserably. "I didn't even want to do it. But they wouldn't leave me alone. They said I was boring, that I'd chicken out."

There was a long silence.

The officer finally said, "Sarah, even if it was a prank, stealing is still a crime. Posting it online makes it worse. We'll be in touch. For now, you I think you should go back to class."

Walking back into the classroom was worse than the interview. Every head turned.

"Thief."

"Shoplifter."

"Arrested!"

## Reading Comprehension Questions

16.How did Sarah's friends pressure her?

17.What warning do the officers give Sarah before letting her go?

18.How do her classmates treat her when she returns?

19. What do Sarah's friends say to pressure her into stealing?
20. Why do the officers say that posting the video online makes the situation worse?
21. What emotions might Sarah have felt walking back into the classroom?

## **Section 5**

She kept her eyes on the floor as she made her way to her seat. But then a voice rang out, louder than the rest.

It was Chloe Madsen — Sarah's nemesis since Year Seven. "Enjoy your time in prison, Dawson," Chloe sneered. "Maybe they'll let you steal some soap."

Laughter erupted around the room. Sarah's cheeks burned. She spun round.

"Shut it, Madsen. You don't know anything!"

"Oh, I know enough," Chloe shot back. "Everyone does now."

Before Sarah could reply, the teacher's voice cut through the noise.

"Enough! Both of you. Sit down and be quiet."

## Reading Comprehension Questions

22. Who is Chloe Madsen, and how does she treat Sarah?

23. How does Sarah respond to Chloe's insults?

24. What does the teacher do to stop the conflict?

25. How does Chloe's insult about "soap" add to Sarah's humiliation?

26. Why do you think Chloe is so quick to attack Sarah?

27. What does the teacher's reaction tell us about how serious the situation is becoming in class?

## Section 6

Sarah sat, fists clenched under the desk, but Chloe's smirk lingered. Their eyes met — a silent promise that this wasn't over.

By break time, Sarah felt hollow. She pulled out her phone, hoping for distraction.

And froze.

The video.

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reposted. The caption read:

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#ShopliftChallenge”

Hundreds of comments scrolled past:

“OMG she’s in my school 😂”

“She’s done for.”

“Stealing for likes—pathetic.”

“She’ll never live this down.”

### **Reading Comprehension Questions**

28.What does Sarah see when she checks her phone?

29.How has the video been spread online?

30.What are some of the comments written about her?

31.What does the caption under the video suggest about  
how people see Sarah?

32.Why do you think the comments are so cruel?

33.How might it feel for Sarah to know people she doesn’t  
even know are commenting on her?

### **Section 7**

Her stomach turned. She shoved the phone back into her

pocket, but laughter echoed across the playground. Chloe caught her eye and mimed pulling something under her jacket. The crowd around her roared with laughter.

Sarah's legs felt weak. She wanted to disappear.

By the time she got home, she was numb. She put her key in the door, but before she could turn it, the door yanked open.

Her mother stood there, red-faced.

"Sarah, how could you be so stupid? What were you thinking?"

Sarah tried to answer but no words came. She trudged upstairs, shut her bedroom door, and collapsed on the bed.

### **Reading Comprehension Questions**

34.How does Chloe continue to mock Sarah at break time?

35.How does Sarah feel when she arrives home?

36.What is her mother's reaction?

37.Why does Chloe mock Sarah in front of the other students instead of privately?

38.How do the crowd's reactions make the situation worse for Sarah?

39.Why does Sarah's mother react so angrily when Sarah

comes home?

## **Section 8**

Her phone buzzed again and again. With shaking hands, she opened it. The video had already been reposted thousands of times, the comments piling up faster than she could read.

Tears streamed down her face. She wanted to scream, to make it all stop. But the video was out there now. Out of her control.

And going viral.

## **Reading Comprehension Questions**

40. What does Sarah discover when she checks her phone again at home?

41. How does Sarah feel in the final scene?

42. What does the phrase “going viral” mean in this context?

43. Why does Sarah feel that the situation is “out of her control”?

44. What do the words “thousands of times” tell us about how quickly the video spread?

45.How might this situation affect Sarah's future at school and in her community?

# Reading Comprehension Questions

This section provides all of the comprehension questions in one complete list. These can be asked in sequence as a review activity. Go around the class, asking students to respond and encouraging them to support their answers with details from the story.

*Model answers can be found at the end of the lesson plan.*

1. How does Sarah's teacher react when the police call her name?
2. What is the reaction of Sarah's classmates?
3. How does Sarah feel as she leaves the classroom?
4. Where does the interview take place?
5. What evidence do the police show Sarah?
6. How does Sarah react when she sees the video?
7. How does Mrs Gladwell react when the police arrive with Sarah?

8. Why do you think the officers decide to show Sarah the video instead of just describing it?
9. What details in the video make it clear that the person is Sarah?
10. What excuse does Sarah give for stealing?
11. How does she describe her friends' role in the incident?
12. What was the purpose of the "challenge"?
13. Why does Sarah first say she doesn't remember?
14. How does her body language (looking at the floor, tears in her eyes) show her emotions?
15. Why do you think Sarah gave in to the dare even though she didn't want to?
16. How did Sarah's friends pressure her?
17. What warning do the officers give Sarah before letting her go?
18. How do her classmates treat her when she returns?
19. What do Sarah's friends say to pressure her into stealing?

20. Why do the officers say that posting the video online makes the situation worse?
21. What emotions might Sarah have felt walking back into the classroom?
22. Who is Chloe Madsen, and how does she treat Sarah?
23. How does Sarah respond to Chloe's insults?
24. What does the teacher do to stop the conflict?
25. How does Chloe's insult about "soap" add to Sarah's humiliation?
26. Why do you think Chloe is so quick to attack Sarah?
27. What does the teacher's reaction tell us about how serious the situation is becoming in class?
28. What does Sarah see when she checks her phone?
29. How has the video been spread online?
30. What are some of the comments written about her?
31. What does the caption under the video suggest about how people see Sarah?
32. Why do you think the comments are so cruel?
33. How might it feel for Sarah to know people she

doesn't even know are commenting on her?

34. How does Chloe continue to mock Sarah at break time?
35. How does Sarah feel when she arrives home?
36. What is her mother's reaction?
37. Why does Chloe mock Sarah in front of the other students instead of privately?
38. How do the crowd's reactions make the situation worse for Sarah?
39. Why does Sarah's mother react so angrily when Sarah comes home?
40. What does Sarah discover when she checks her phone again at home?
41. How does Sarah feel in the final scene?
42. What does the phrase "going viral" mean in this context?
43. Why does Sarah feel that the situation is "out of her control"?
44. What do the words "thousands of times" tell us about how quickly the video spread?



45. How might this situation affect Sarah's future at school and in her community?

## Essential Vocabulary

police	shocked	hollow
classroom	horrified	crowd
entered	firm	roared
questions	shook	laughter
stared	nodded	weak
wide-eyed	miserably	numb
whispered	prank	furious
delighted	crime	stupid
drama	posting	collapsed
gasped	returned	buzzed
jeered	classmates	shaking
trembling	thief	streamed
ushered	shoplifter	scream
corridor	arrested	helpless
headteacher	nemesis	viral
stern	sneered	community
office	smirk	reputation
folded	humiliation	respect
tapped	erupted	consequences

screen	burned	mocking
supermarket	replied	cruel
aisle	distracted	pressure
shelf	reposted	chicken out
glancing	caption	embarrassed
slipping	challenge	ashamed
jacket	pathetic	humiliated
footage		

## Vocabulary Practice Exercise

Follow the steps below to help you learn and remember new words and phrases more effectively:

1. Write each new word or phrase in your vocabulary notebook.
2. Look up the meaning of each word in your dictionary. Write a clear and simple definition next to the word.
3. Create your own sentence using the word or phrase correctly. Try to make the sentence meaningful and connected to your own life or experiences.

## Examples

**Police** – the people whose job is to maintain public order and safety, enforce the law, and prevent crime.

*Example sentence:* The police arrived quickly after the neighbours reported a loud argument.

**Shocked** – feeling surprised and upset because something unexpected has happened.

*Example sentence:* I was shocked when I heard the news about my friend moving to another country.

## Why do this?

Doing this regularly will help you improve all areas of your English — reading, writing, speaking, and listening. By writing definitions and making your own examples, you are actively using the language, which helps it stick in your memory.



# True or False?

**Instructions:** Students read each statement and decide True/False. Then check in pairs before class feedback.

The police came into Sarah's classroom and asked her to follow them.

Sarah's classmates stayed silent and did not react when the police arrived.

The officers showed Sarah a video of her in a supermarket aisle.

Sarah immediately admitted to stealing and explained why she did it.

Sarah said she only stole because her friends pressured her as part of a dare.

The officers told Sarah that stealing was still a crime even if it was a prank.

When Sarah returned to class, Chloe Madsen mocked her in front of everyone.

Sarah's classmates comforted her and told her not to worry.

Sarah discovered during break time that the video of her stealing had gone viral online.

At home, Sarah's mother was calm and understanding about what had happened.

# What is the Correct Synonym?

Match the words from the story with their closest synonym.

- a) horrified
- b) stern
- c) prank
- d) trembling
- e) collapsed
- f) furious
- g) pathetic
- h) replied
- i) erupted
- j) smirk

- 1. answered
- 2. joke/trick
- 3. angry



4. embarrassed/weak

5. strict

6. fell down

7. terrified

8. sneer/grin

9. burst out

10.        shaking

# What is the Correct Antonym?

Match each word from the story with its opposite (antonym).

- a) cruel
- b) respect
- c) furious
- d) weak
- e) ashamed
- f) collapsed
- g) distracted
- h) arrested
- i) hollow
- j) mocking

1.calm

2.strong

3.full

4.attentive

5.kind

6.admired

7.praised

8.proud

9.free

10.stood up

# Words and Meanings

Match the vocabulary word to the correct meaning.

- a) nemesis
- b) caption
- c) humiliation
- d) viral
- e) community
- f) ushered
- g) buzzed
- h) jeered
- i) trembling
- j) footage

- 1.to guide someone somewhere politely
- 2.embarrassing shame in front of others
- 3.laughed or shouted at in a cruel way

- 4.a rival or long-term enemy
- 5.spreading quickly, especially online
- 6.an area or group of people who live together
- 7.a short description of a picture or video
- 8.shaking because of fear or nerves
- 9.video recording of an event
- 10.made a continuous sound of vibration

# Gap-Fill Exercise

Complete the sentences with the correct word from the list below.

**smirk, classmates, buzzing, arrested, consequences, trembling, viral, humiliation, stern, pathetic**

- 1.Sarah's \_\_\_\_\_ laughed at her when she came back to class.
- 2.Chloe gave Sarah a cruel \_\_\_\_\_ before looking away.
- 3.Sarah's phone would not stop \_\_\_\_\_ with new notifications.
- 4.The police said she was not being \_\_\_\_\_, only cautioned.
- 5.Posting the video online would have serious \_\_\_\_\_.

- 6.Sarah stood before the police, her hands \_\_\_\_\_ with fear.
- 7.Within hours, the clip went \_\_\_\_\_ and spread across the internet.
- 8.The cruel comments caused Sarah deep \_\_\_\_\_.
- 9.Mrs Gladwell gave Sarah a \_\_\_\_\_ look as she entered her office.
- 10.Some people online called Sarah's behaviour \_\_\_\_\_ and sad.

# Discussion Questions

This section offers a set of open-ended questions to prompt discussion. Students should take turns answering, and teachers should encourage follow-up questions to extend the conversation. There are no single correct answers; responses will vary depending on personal opinions, experiences, and interpretations.

1. How would you react if the police called your name in the middle of a classroom?
2. What do you think was going through Sarah's mind when the police showed her the video?
3. Do you think Sarah's classmates were too cruel, or is this a typical school reaction?
4. How do you think Sarah could have handled her friends' pressure differently?
5. If you were Sarah, what would you say to your mother after she got angry?
6. Do you think Sarah's punishment from the police was



fair? Why or why not?

7. How do you think Sarah's relationship with her classmates will change after this?
8. What would you do if you saw a classmate being mocked the way Sarah was?
9. Have you ever been pressured by friends to do something you didn't want to? What happened?
10. Do you think social media challenges encourage young people to take dangerous risks?
11. Why do people take part in challenges like shoplifting dares or "clout" stunts?
12. Are there any social media challenges you think are positive or harmless? Which ones?
13. What dangers can come from filming and sharing prank videos online?
14. Do you think prank videos should be banned on platforms like YouTube and TikTok? Why or why not?
15. Do you think prank videos will become less popular in the future, or will they always be around?
16. Do you know any famous prank or challenge videos

from your country? What were they?

17. If you saw someone posting a dangerous prank online, would you report it? Why or why not?
18. How does going viral online affect someone's reputation in real life?
19. Do you think it's worse to be punished by the law or judged by thousands of people online? Why?
20. If you could give Sarah advice for the future, what would you say to her?

# Role Play

This is a role play activity.

## Role Play Activity — What Did I Do?

### Instructions for Students

- Work in pairs: one student plays Sarah, the other plays the chosen adult (Mother, Teacher, or Police Officer).
- Read your situation carefully and prepare your arguments.
- During your role play (3–5 minutes), you must use at least 3–5 of the words or phrases from the list below.
- Speak naturally. Sarah should sound like a teenager defending herself. The adults should sound serious, worried, or supportive.
- Swap roles if time allows, or try a different scenario.

### Useful Words and Phrases

Try to use these words and phrases below in your role play. Some of the words are from the story.

- shoplifter
- prank
- clout
- viral
- consequences
- humiliation
- dare
- mocked
- arrested
- reputation
- cruel
- pathetic
- challenge
- stern
- classmates
- buzzing
- embarrassed
- “It wasn’t like that...”
- “Everyone does it.”
- “You don’t understand what it’s like.”

And the following are three role play scenarios. Each one features Sarah as one character, but the other characters are her mother, her teacher and a police officer.

Choose one role play and create a story around that.

### **Role Play 1: Sarah and Her Mother**

**Situation:** Sarah has just arrived home after the incident. Her mother is angry but also worried.

**Mother:** You are furious that Sarah has been humiliated and her reputation damaged. You want her to understand the consequences and protect her from further mistakes.

**Sarah:** You feel your mother is being cruel and doesn't understand that this was only a prank and everyone does it for clout.

### **Role Play 2: Sarah and Her Teacher**

**Situation:** The teacher has called Sarah aside to talk about the impact of the prank on her studies.

**Teacher:** You take a stern but supportive approach, explaining that Sarah's viral video could affect her future, her reputation, and her focus on learning.

**Sarah:** You argue that classmates mocked you anyway, and

that it was just a dare, not a serious crime. You try to explain that social media is buzzing with these challenges.

### **Role Play 3: Sarah and the Police Officer**

**Situation:** The officer speaks with Sarah again to give her a clear warning.

**Police Officer:** You stress that shoplifting is a crime and that even a prank has real-world consequences. You explain that she could have been arrested, and the humiliation of going viral is only the beginning.

**Sarah:** You defend yourself, saying it wasn't like that, nobody was hurt, and it's pathetic that adults don't understand what clout means or why teens do these challenges.

# Group Discussion Activity — Social Media Challenges and Clout

This is a group discussion activity.

## Step 1: Brainstorm Examples of Social Media Games/Challenges

(Write these on the board or provide as a handout. Students can add their own examples too.)

### Prank Videos:

- Fake “falling in public”
- Jump scare pranks
- Swapping shopping carts in supermarkets
- Pretending to steal from a friend
- Food pranks (salt instead of sugar, chilli in drinks)

### Challenges for Clout:

- Shoplifting dares (steal something small on camera)
- Ice Bucket Challenge (pouring ice water over yourself)
- Cinnamon Challenge (trying to swallow cinnamon powder)
- Tide Pod Challenge (dangerous eating detergent)

challenge)

- Bottle Flip Challenge (flipping a bottle to land upright)
- Mannequin Challenge (freezing in place while filmed)
- TikTok Dance Challenges
- Planking Challenge (lying flat in unusual places)
- One Chip Challenge (eating an extremely spicy chip)

## **Step 2: Group Discussion Questions**

1. Why do you think young people take part in social media challenges?
2. Do you think most challenges are fun, harmless, or dangerous? Why?
3. Which challenges can you think of that are positive (for charity, health, or teamwork)?
4. Which challenges are negative or harmful? Can you give examples?
5. Have you ever taken part in an online challenge? What was it?
6. Do you think Sarah in the story joined the challenge more for clout or for friendship?
7. How important is it for teenagers to feel noticed or “go



viral” in their social circles?

8. Do you think prank videos are funny or cruel? Can you give an example?

9. What are some risks of filming pranks in public places?

10. Should social media companies ban dangerous challenges? Why or why not?

11. Do you think prank videos and viral challenges will go out of fashion, or will they always exist in some form?

12. In your country, are there any challenges or prank videos that became very popular? What were they?

13. What is the difference between a challenge done for fun and one done for clout?

14. If you saw a friend doing a dangerous challenge, what would you do?

15. Do you think teenagers today feel more pressure to “perform” their lives online than previous generations? Why?

16. What are some safer or more creative alternatives to risky online challenges?

17. How does peer pressure make challenges feel harder

to refuse?

18. Do you think Sarah would have done the challenge if there were no video and no online audience? Why or why not?

19. Which is worse: being punished by parents and teachers, or being humiliated online by classmates and strangers?

20. If you could design a new challenge that was positive, fun, and safe, what would it be?

# Writing Exercise — Social Media and Challenges

**This is a creative writing activity.**

**Instructions:** Provide target lengths (e.g., 120–150 words in class; 220–250 words for homework). Encourage topic sentences, examples, and conclusions.

## Prompts

### A Time I Felt Peer Pressure

Write about a time when you felt pressured by friends to do something you didn't want to do. How did you react, and what was the result?

### The Dangers of Going Viral

Explain why going viral online can sometimes be more harmful than helpful. Use examples to support your ideas.

### Should Prank Videos Be Banned?

Give your opinion on prank videos. Should social media companies allow them, or should they remove them? Why?

## **A Positive Challenge**

Imagine a new social media challenge that could be fun, safe, and helpful to others. Describe it and explain why people would enjoy it.

## **Advice to Sarah**

Write a letter to Sarah from the story. Give her advice on how to handle her situation and how to avoid similar mistakes in the future.

# Reading Comprehension Questions — model answers

The following are model answers to the comprehension questions. Students' responses may not always be identical to these examples, and that is perfectly acceptable. As long as the meaning is accurate and close to the intended idea in the story, their answers should be considered correct.

## **1. How does Sarah's teacher react when the police call her name?**

*Sarah's teacher reacts with shock and surprise, staring wide-eyed and whispering Sarah's name.*

## **2. What is the reaction of Sarah's classmates?**

*Sarah's classmates react with excitement and cruelty, gasping, jeering, and laughing at her misfortune.*

## **3. How does Sarah feel as she leaves the classroom?**

*Sarah feels terrified and confused, her voice trembling as she insists she hasn't done anything.*

## **4. Where does the interview take place?**

*The interview takes place in Mrs Gladwell's office at school.*

## **5. What evidence do the police show Sarah?**

*The police show Sarah a video from a supermarket that clearly shows her stealing a tin and running away.*

**6. How does Sarah react when she sees the video?**

*Sarah is shocked and horrified, her mouth falling open as she stammers that she cannot remember doing it.*

**7. How does Mrs Gladwell react when the police arrive with Sarah?**

*Mrs Gladwell looks stern and serious, then allows the officers to use her office, telling them to take their time.*

**8. Why do you think the officers decide to show Sarah the video instead of just describing it?**

*The officers show Sarah the video because it is clear evidence and much more powerful than simply describing what happened.*

**9. What details in the video make it clear that the person is Sarah?**

*The video shows Sarah's face and her actions of hiding the tin under her jacket and running from the shop, making it obvious that it is her.*

**10. What excuse does Sarah give for stealing?**

*Sarah explains that she only did it because of a dare from her friends, not because she wanted to steal.*

**11. How does she describe her friends' role in the incident?**

*She describes her friends as pressuring her and telling her that she was boring and would chicken out if she didn't do the challenge.*

**12. What was the purpose of the “challenge”?**

*The purpose of the challenge was to film yourself stealing something small and then post it online for others to see.*

**13. Why does Sarah first say she doesn't remember?**

*Sarah first says she doesn't remember because she is in shock and is struggling to face what she has done.*

**14. How does her body language (looking at the floor, tears in her eyes) show her emotions?**

*Her body language shows she is ashamed, upset, and unable to meet the officers' eyes.*

**15. Why do you think Sarah gave in to the dare even though she didn't want to?**

*Sarah gave in to the dare because she felt pressured by her friends and didn't want to be seen as weak or boring.*

**16. How did Sarah's friends pressure her?**

*Sarah's friends pressured her by teasing her and saying she was boring and would back out if she refused.*

**17. What warning do the officers give Sarah before letting her go?**

*The officers warn Sarah that even though it was a prank,*

*stealing is still a crime and posting the video online makes it worse.*

**18. How do her classmates treat her when she returns?**

*Her classmates mock her cruelly, calling her a thief, a shoplifter, and saying she had been arrested.*

**19. What do Sarah's friends say to pressure her into stealing?**

*They tell her she is boring and would chicken out if she did not go through with the prank.*

**20. Why do the officers say that posting the video online makes the situation worse?**

*They explain that posting the video makes the crime more public and damaging, adding to the seriousness of her actions.*

**21. What emotions might Sarah have felt walking back into the classroom?**

*Sarah likely felt embarrassed, ashamed, and humiliated as everyone stared at her and insulted her.*

**22. Who is Chloe Madsen, and how does she treat Sarah?**

*Chloe Madsen is Sarah's nemesis since Year Seven, and she mocks Sarah loudly in front of the class.*

**23. How does Sarah respond to Chloe's insults?**

*Sarah responds angrily, shouting back at Chloe to shut up.*



**24. What does the teacher do to stop the conflict?**

*The teacher tells both girls to sit down and be quiet, putting an end to the argument.*

**25. How does Chloe's insult about "soap" add to Sarah's humiliation?**

*Chloe's insult about stealing soap suggests Sarah will go to prison, which makes her humiliation worse in front of the class.*

**26. Why do you think Chloe is so quick to attack Sarah?**

*Chloe probably enjoys seeing Sarah in trouble because they have been enemies for years.*

**27. What does the teacher's reaction tell us about how serious the situation is becoming in class?**

*The teacher's reaction shows that the situation is out of control and disruptive, and it needs to be stopped immediately.*

**28. What does Sarah see when she checks her phone?**

*Sarah sees that the video of her stealing has been spread everywhere online.*

**29. How has the video been spread online?**

*The video has been edited, shared, and reposted many times across social media.*

**30. What are some of the comments written about her?**

*Some comments call her pathetic, say she is finished, or laugh at the fact that she is in their school.*

**31. What does the caption under the video suggest about how people see Sarah?**

*The caption makes people see Sarah as a criminal and labels her with hashtags like #CriminalSarah.*

**32. Why do you think the comments are so cruel?**

*The comments are cruel because people enjoy mocking others online and feel they can say whatever they like behind a screen.*

**33. How might it feel for Sarah to know people she doesn't even know are commenting on her?**

*It would make Sarah feel helpless, ashamed, and even more humiliated because strangers are judging her.*

**34. How does Chloe continue to mock Sarah at break time?**

*Chloe mocks Sarah by pretending to steal something under her jacket while others laugh.*

**35. How does Sarah feel when she arrives home?**

*Sarah feels numb and exhausted after the humiliation she faced at school.*

**36. What is her mother's reaction?**

*Her mother is furious and scolds her for being so stupid.*

**37. Why does Chloe mock Sarah in front of the other students instead of privately?**

*Chloe mocks Sarah publicly because she wants to embarrass her in front of everyone.*

**38. How do the crowd's reactions make the situation worse for Sarah?**

*The crowd's laughter and support of Chloe make Sarah feel even more isolated and humiliated.*

**39. Why does Sarah's mother react so angrily when Sarah comes home?**

*Sarah's mother is angry because she feels let down and cannot believe her daughter would do something so foolish.*

**40. What does Sarah discover when she checks her phone again at home?**

*Sarah discovers that the video has already been reposted thousands of times with endless comments.*

**41. How does Sarah feel in the final scene?**

*Sarah feels completely overwhelmed, crying and wishing she could make it all stop.*

**42. What does the phrase "going viral" mean in this context?**

*It means that the video has spread extremely quickly online and been seen by thousands of people.*

**43. Why does Sarah feel that the situation is “out of her control”?**

*She feels it is out of her control because the video is spreading online and she cannot stop people from sharing it.*

**44. What do the words “thousands of times” tell us about how quickly the video spread?**

*They show that the video has spread extremely fast and been viewed by a very large audience.*

**45. How might this situation affect Sarah’s future at school and in her community?**

*It could damage Sarah’s reputation, make her the target of bullying, and cause people in her school and community to lose respect for her.*

## **True or False – answers**

These are the correct answers below.

True – The police entered and called her name, asking her to come with them.

False – The classmates gasped, jeered, and laughed.

True – They showed her video footage from the supermarket.

False – At first she said she didn't remember.

True – She explained it was a dare from her friends.

True – The officers reminded her that it was still a crime.

True – Chloe insulted her and made jokes about prison.

False – Her classmates mocked her instead of comforting her.

True – She saw the video reposted and shared everywhere.

False – Her mother was furious and scolded her.

# What is the Correct Synonym – answers

These are the correct answers below.

a–7 horrified → terrified

b–5 stern → strict

c–2 prank → joke/trick

d–10 trembling → shaking

e–6 collapsed → fell down

f–3 furious → angry

g–4 pathetic → embarrassed/weak

h–1 replied → answered

i–9 erupted → burst out

j–8 smirk → sneer/grin

# What is the Correct Antonym – answers

These are the correct answers below.

a–5 cruel → kind

b–6 respect → admired

c–1 furious → calm

d–2 weak → strong

e–8 ashamed → proud

f–10 collapsed → stood up

g–4 distracted → attentive

h–9 arrested → free

i–3 hollow → full

j–7 mocking → praised

# Words and Meanings – answers

These are the correct answers below.

a–4 nemesis → a rival or long-term enemy

b–7 caption → a short description of a picture or video

c–2 humiliation → embarrassing shame in front of others

d–5 viral → spreading quickly, especially online

e–6 community → an area or group of people who live together

f–1 ushered → to guide someone somewhere politely

g–10 buzzed → made a continuous sound of vibration

h–3 jeered → laughed or shouted at in a cruel way

i–8 trembling → shaking because of fear or nerves

j–9 footage → video recording of an event



# Gap-Fill Exercise – answers

These are the correct answers below.

1.classmates

2.smirk

3.buzzing

4.arrested

5.consequences

6.trembling

7.viral

8.humiliation

9.stern

10.pathetic

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