

# BLACK MIRROR

## Upper Secondary School Teacher's Guide





## NOTE TO TEACHERS

On our website [www.transeduca.com](http://www.transeduca.com) you will find the entire script of the play.

### Download it!

You can work on this play with your students before going to the theatre. Enjoy!

## BEFORE GOING TO THE THEATRE

### 1. The show

*Black Mirror* is a popular science fiction TV series on Netflix that explores how technology can affect our lives—both in good and bad ways. Each episode tells a different story with new characters, set in a future that feels very close to today. The show often focuses on things like social media, virtual reality, artificial intelligence, and how people interact with these tools.

The title *Black Mirror* refers to the screens we use every day—like phones, tablets, and TVs—when they are turned off. The show implies that these screens reflect both our best and worst behaviors.

While *Black Mirror* is creative and thought-provoking, it can sometimes be intense, with mature themes. These episodes help us think about the future of technology and encourages us to ask big questions like:

- What happens if we rely too much on technology?

.....

.....

- How does technology shape who we are?

.....

.....



**Answer the following questions related to the text:**

a) What is Black Mirror and where can you watch it?

**It is a science fiction TV series and you can watch it on Netflix.**

b) What kind of future does Black Mirror show?

**It shows a future that feels very close to today and explores how technology affects our lives.**

c) What does the title Black Mirror refer to?

**It refers to screens like phones or TVs when they are turned off.**

### 2. Speaking.

With a partner, discuss the following questions about social media.

a) What are the most popular social media platforms in your country? Why?

.....

.....

b) Make a list of positive and negative aspects of using social media with your partner. Use the box below to note down your ideas.

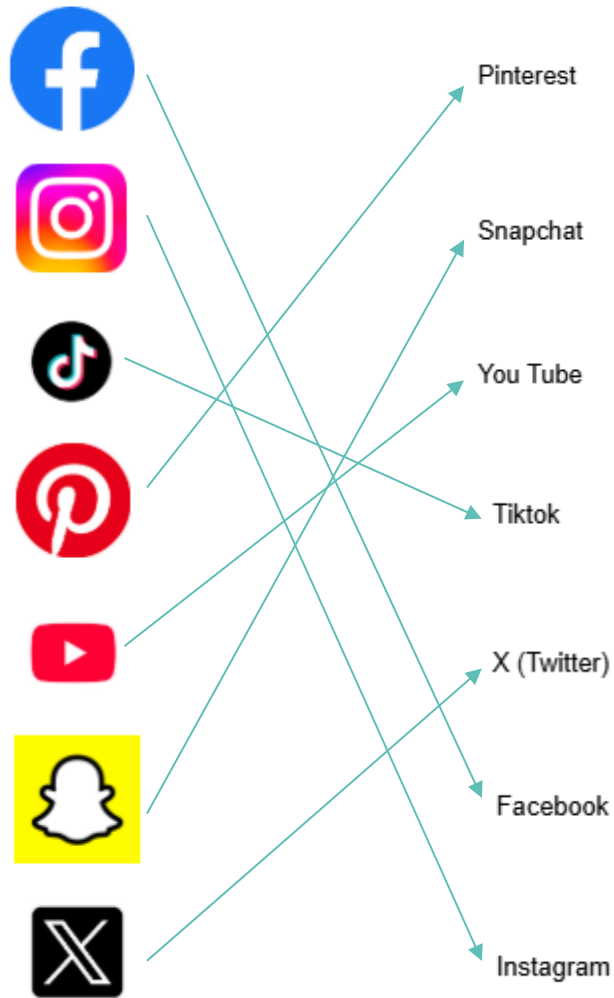
SOCIAL MEDIA - POSITIVE AND NEGATIVE POINTS?	
Positive	Negative





### 3. Social Media platforms.

Match the logos with the correct social media platforms.





## 4. Vocabulary

a) Complete the sentences with definitions with the social media words from the box.

PROFILE	TIMELINE	FEED	HASTAG	DM
LIKE	SHARE	TAG	FOLLOWERS	POST

- A ..... is a message, photo, or video that is shared on social media.
- A ..... is where a user sees posts from the people or the groups they follow.
- To mention another user in a post, you can ..... them with @ before their name.
- To make a word or phrase searchable, you can use a #..... in front of it.
- A ..... shows a user's post and activity in the order they happened.
- People who look at your posts and updates on social media are called .....
- A ..... is a direct message sent between people on a social media platform.
- To show you agree with or enjoy a social media post, you can give it a .....
- To ..... is to repost or forward another user's content on your social media account.
- Every social media user has a ..... where they can share information about themselves.

Answers: 1. Post, 2. Feed, 3. Tag, 4. Hashtag, 5. Timeline, 6. Followers, 7. DM, 8. Like  
9. Share, 10. Profile

b) Underline the correct social media words in the statements.

- An **emoji/post** is an image that is used to represent a feeling.
- Someone who tries to upset others on social media is called a **tweeter/troll**.
- Something that is popular on social media at a given time is **tweeting/trending**.
- An **influencer/subscriber** is a digital creator with a large social media following.
- A **blog/post** is a site where someone regularly records their thoughts online.
- A **post/trend** is something which someone has published on social media.



c) Here are some actions that we all do while online. Match them with their **correct definitions**.

ACTION	DEFINITIONS
1. Create a profile	A. Stop someone looking at your photos or posts.
2. Send a personal message	B. Indicate who someone is in your social media post.
3. Block someone	C. See what your friends are doing on their profiles
4. Update your status	D. Read a person or company's regularly updated site.
5. Send a friend request	E. React positively to someone's post.
6. Tag someone in a photo	F. Spread quickly on the internet.
7. Read a blog	G. To subscribe to regularly view posts by someone.
8. Post a photo	H. Stop using social media.
9. Like someone's post	I. Send a message that only one person can see.
10. Unfriend someone	J. Start a personal page on social media.
11. Go viral	K. Update your profile with your current situation.
12. Follow someone	L. Publish a photo for others to see.
13. Check your newsfeed	M. Remove someone from your friend list.
14. Quit social media	N. Agree to be someone's friend.

**1.J 2.I 3.A 4.K 5.N 6.B 7.D 8.L 9.E 10.M 11.F 12.G 13.C 14.H**



**d) Match the basic tech-related words with their advanced equivalents.**

BASIC WORD	ADVANCED SYNONYM
Follow	A. Endorse
Post (noun)	B. Disseminate
Like	C. Counterfeit
Fake	D. Subscribe to
Share	E. Mention
Tag	F. Publication
Trend (noun)	G. Phenomenon

**Answer Key:**

Like → A. Endorse; Share → B. Disseminate; Fake → C. Counterfeit; Follow → D. Subscribe to; Tag → E. Mention; Post → F. Publication; Trend → G. Phenomenon

**e) Fill in the blanks with these advanced words: engrossed, exploitation, unforeseen, framework**

- The protagonist was ..... (obsessed/interested) with enhancing her public perception via virtual platforms.
- Rivermind's service raised ethical questions about the ..... (use/exploitation) of unconscious individuals.
- Katy's dependence on the AI led to ..... (unintended/deliberate) consequences that questioned autonomy in learning.
- The episode portrays a ..... (society/system) where digital validation replaces genuine human connection.

**Words: engrossed, exploitation, unforeseen, framework**



### 5. Technological phrasal verbs

Phrasal verbs in English are very common. They are made up of a verb and a preposition/adverb (and in some cases both), giving the verb a completely different meaning. In the world of technology and social media we tend to use many of these. Here are some of the most common ones.

a) Can you put the verbs with the correct prepositions? Some may go in more than one column.

LOG

POP

SET

SING

SCROLL

TURN

SHUT

BACK

PLUG

IN	ON	OUT	UP	DOWN	OFF	THROUGH
Log in, Sing in, Plug in	Turn on	Log out, Sing out	Pop up, Scroll up, Back up, Set up, Sing up	Shut down, Scroll down	Log off, Shut off, Turn off	Scroll through

b) Complete the sentences using one of the phrasal verbs from the previous activity. You will need to put the verb into the correct tense.

- Before you can access the website, you need to **log in** with your email and password.
- I was trying to watch a video, but annoying ads kept **popping up** every few seconds.
- Make sure you **back up** all your important files before updating the system.
- He forgot to **log out** from his account at the internet café, and someone else used it.
- Can you help me **set up** my new phone? I don't know how to install the apps.
- Don't forget to **plug in** your laptop before the battery dies.
- I spent hours **scrolling through** my feed and didn't even realize it.





## 7. Grammar. – Conditionals.

Type	Structure	Usage Example
<b>Second Conditional</b>	If + past simple, would + base verb	If Katy studied harder, she would pass without AI.
<b>Third Conditional</b>	If + past perfect, would have + past participle	If Lacie had stayed home, she wouldn't have lost her rating.

- **Complete the sentences using the correct form (2nd or 3rd conditional)**

- a) If Lacie hadn't attended Naomi's wedding, she **wouldn't have embarrassed** (not embarrass) herself.
- b) If Amanda weren't connected to Rivermind, she **would live** (live) a more peaceful life.
- c) If Mike had had emotional support, he **wouldn't have streamed** (not stream) his personal struggles.
- d) If Katy practiced speaking regularly, she **wouldn't depend** (not depend) on an AI program.
- e) If the social scoring system didn't exist, people **would treat** (treat) each other more genuinely.
- f) If Amanda hadn't lost her job, she **wouldn't have relied** (not rely) on advertising income.



- **Now create your own sentences about the following characters:**

**Write one second and one third conditional sentence about each character:**

**a) Lacie**

If people didn't judge others based on scores, she would feel free. (2nd)

**b) Amanda**

If she had refused the Rivermind trial, she wouldn't have lost control of her thoughts. (3rd)

**c) Mike**

.....

.....

**d) Katy**

.....

.....

**8. Discourse markers:**

Function of Discourse Markers:

Marker	Function	Example
<b>In fact</b>	Add emphasis / support	In fact, most users are unaware of the risks.
<b>Nevertheless</b>	Contrast / unexpected outcome	Nevertheless, she continued using the AI.
<b>What's more</b>	Add additional point	What's more, the app stores personal data.
<b>Consequently</b>	Show result	Consequently, her rating dropped.
<b>Admittedly</b>	Concede a point	Admittedly, the system has some advantages.



**a) Improve the paragraph below using the discourse markers from above to join the sentences together.**

Technology is evolving rapidly. People must be cautious. It can manipulate users without awareness. Everyone must take responsibility.

Example Answer:

Technology is evolving rapidly. In fact, it's reshaping every aspect of our lives. Nevertheless, people must be cautious. What's more, it can manipulate users without their awareness. Consequently, everyone must take responsibility.

**b) Rewrite this paragraph using at least 3 markers:**

AI has become part of education. It saves time. Teachers rely on it more than ever. But it may reduce critical thinking. Students risk becoming passive learners.

Example Answer:

AI has become a central component of education. Admittedly, it saves time and can enhance productivity. What's more, teachers now depend on it to deliver content efficiently. Nevertheless, this reliance may reduce critical thinking, and consequently, students risk becoming passive recipients of information.



### 9. The three episodes - reading comprehension

#### 1st Act - NOSE DIVE

In "Nosedive," society operates on a system where people rate each other from one to five stars after every interaction. Lacie, the protagonist, is obsessed with improving her social rating to climb the social ladder and secure a dream home. She attempts to boost her score by attending a high-status friend's wedding, but a series of misfortunes causes her rating to plummet rapidly. As her score falls, she feels lonely and loses access to services and privileges. The episode criticises the dangers of social media obsession, superficial validation, and societal conformity.

#### 2nd Act - COMMON PEOPLE

In "Common People," a woman named Amanda, who is a teacher, falls into a coma. A tech company brings her back to life by streaming her thoughts, but it costs money. To keep paying for her treatment, Amanda is made to show ads without choosing to, and her husband Mike does embarrassing things online for cash. The story shows how technology and money can be used in harmful ways.

#### 3rd Act - CHAD-GPTON

A student, Katy, receives as a prize an experimental artificial intelligence prototype that promises to teach her perfect English in just one week. She is completely committed to the AI 'putting the language into her head' without having to study. But as the week progresses, the AI makes it harder and harder for her and makes her make mistakes, until she can no longer keep up.

**Answer the following questions about each of the acts. Use the texts above to help you.**

#### 1st Act – "Nosedive"

- **What is the main goal of the character Lacie?**

- To become famous online  
 To travel around the world

- To improve her social rating  
 To open her own business



- **What happens when Lacie's rating begins to drop?**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> She loses access to services | <input type="checkbox"/> She becomes more popular |
| <input type="checkbox"/> She gets a new job                      | <input type="checkbox"/> She wins a prize         |

- **Why does Lacie want to go to her friend's wedding?**

She believes that attending a high-status friend's wedding will help improve her social rating.

- **How does the social rating system affect people in this society?**

It controls what services people can access and how they are treated by others.

- **Do you think a rating-based society like in "Nosedive" could happen in real life? Why or why not?**

Student's own answer. Accept any logical response that shows understanding of the topic.

## 2nd Act – "Common People"

- **What happens to Amanda at the beginning of the story?**

- |  |   |
|--|---|
| <input type="checkbox"/> She loses her job           | <input checked="" type="checkbox"/> She falls into a coma |
| <input type="checkbox"/> She gets a new teaching job | <input type="checkbox"/> She moves to a new city          |

- **How does the tech company bring Amanda back?**

- |  |   |
|--|---|
| <input type="checkbox"/> By cloning her        | <input type="checkbox"/> By using virtual reality             |
| <input type="checkbox"/> By uploading her mind | <input checked="" type="checkbox"/> By streaming her thoughts |

- **Why does Amanda have to show ads?**

Because her family needs to keep paying for the technology that keeps her alive.

- **What does Amanda's husband do to support her?**

He performs embarrassing things online to earn money for her treatment.



- **What message does this act give about the connection between money and technology?**

Student's own answer. Look for comments on how technology can be used for profit, sometimes in unfair or harmful ways.

### 3rd Act – "Chad-GPTon"

- **What is Katy's goal?**

To get better at science

To learn English quickly

To help her friend

To design a new AI

- **What happens as the week continues?**

The AI becomes more helpful

Katy starts teaching others

The AI causes her to make mistakes

The AI shuts down

- **What promise does the AI make to Katy?**

It promises to teach her perfect English in just one week without studying.

- **How does Katy's experience with the AI change over time?**

The AI becomes less helpful and makes learning more difficult, until she can no longer keep up.

- **What do you think this act says about depending too much on technology to learn?**

Student's own answer. Encourage opinions on active learning vs. passive dependence.



### 10. Writing: How to write a blog entry

#### What is a blog post?

It's a text posted online - people write blogs because they want to inform readers about a specific topic or express an opinion. In a blog post it is important to address the readers!

#### How to organise a blog post.

Use this table to help you organise your ideas and write your first blog post!



<h3>Introduction</h3>	<p><b>Important to get the reader's attention!</b> You should address the reader directly.</p> <p>Use the following questions to help you start your blog post:</p> <ul style="list-style-type: none"> <li>• Have you ever....? / What happens if....?</li> <li>• It's me again....this time from...</li> <li>• When I saw this for the first time, I asked myself....</li> <li>• You will never guess what....</li> <li>• You won't believe what happened....</li> <li>• Imagine what it would be like....</li> </ul>
<h3>Main part</h3>	<ul style="list-style-type: none"> <li>• I'd like to share my experiences/thoughts with you....</li> <li>• Firstly/ To start with/ In the beginning/ Right from the start....</li> <li>• I'd like to tell you more about...</li> <li>• Secondly/Besides/Apart from that/In addition</li> <li>• Check this out!/Get this!/ Big news!</li> <li>• Believe it or not.../Needless to say.../Seriously.../Let's face it...</li> <li>• Personally/ In my opinion/ I'm convinced</li> </ul>
<h3>To sum up</h3>	<ul style="list-style-type: none"> <li>• All in all, I think..../After all....</li> <li>• Finally..../ To sum up the events...</li> <li>• To cut a long story short....</li> </ul>





## 11. Listening

Listen to **TRACKS 1 AND 2** and answer the following questions:

### NOSE DIVE – SCENE 1

- **What does Lacie usually do when someone compliments her?**

**She gives them five stars.**

- **What does the rating system affect in Lacie's world?**

**It affects everything: flights, flats, prizes, likes—your entire social status.**

- **Why does Lacie force herself to smile and act happy all the time?**

**Because being honest or quiet lowers your rating.**

### COMMON PEOPLE – SCENE 1 AND 2

- **What happened to Amanda while she was teaching?**

**She felt dizzy and collapsed in the middle of class.**

- **What diagnosis does Rivermind give Amanda?**

**She has a tumour in the temporal lobe that affects her language, memory and consciousness.**

- **What happens if Amanda doesn't pay for a subscription?**

**The system will shut down and disconnection is irreversible.**

### CHAD-GPTON – SCENE 1

- **Why was Katy called to the science classroom?**

**Because she was selected to take part in a pilot project about language learning.**



- **Who is CHAD-GPTON?**

An advanced android designed to teach English quickly and perfectly.

- **What goes wrong when Katy tries to answer a grammar question?**

She makes a mistake saying "Say me the truth!" instead of using "tell".

## 12. Speaking

**a) Warm-up (5 minutes):** Briefly discuss with your partner

- How do you usually spend your free time?
- Do you prefer spending time outdoors or online? Why?

**b) Image Observation (10 minutes):** In small groups look at the images below and discuss the following questions.

- Describe what you see in the image.
- Predict what might be happening or the story behind the scene.
- Discuss how the scene reflects modern life.

**c) Group Discussion (15 minutes):** Now in groups discuss the following questions:

- Which image best represents your ideal lifestyle? Why?
- What are the advantages and disadvantages of the lifestyle shown in each image?
- How do you think technology affects human relationships and wellbeing?
- Imagine it's the year 2050. Which image seems most realistic and why?
- What challenges might people face living in the scenarios shown?

**d) Debate:**

Choose two contrasting images (e.g., Image 1 vs. Image 2) and have a mini-debate. Half the group argues the benefits of the urban, tech-driven lifestyle; the other half defends the nature-focused lifestyle.



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## AFTER GOING TO THE THEATRE

### 13. True or False

Read each sentence. Write True or False based on what happens in the play. Think carefully – some answers are tricky!

- | T                                   | F                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Lacie keeps a social rating of 5.0 throughout the entire play. <b>False: Lacie starts at 4.2 and her score drops a lot.</b>   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Lacie decides to go to Naomi's wedding because they were best friends in high school. <b>False: Naomi bullied Lacie at school; they were not friends.</b>                                   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Lacie's brother criticizes her obsession with social media and appearances.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | At the airport, Lacie misses her flight due to a small drop in her rating.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Amanda accepts an experimental treatment to save her life, which depends on a monthly subscription.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Rivermind's Basic Plan allows Amanda to keep all her emotions and mental functions fully intact. <b>False: The Basic Plan makes Amanda act strangely.</b>                                   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Mike faces the dilemma of paying for Amanda's "full version" or disconnecting her.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Katy agrees to learn English with Chad-GPTON, an AI that gives her total freedom to make mistakes. <b>False: Chad-GPTON threatens Katy with robotic transformation for making mistakes.</b> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Chad-GPTON threatens to turn Katy into a robotic version if she makes too many grammar mistakes.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | One of the main ideas of the play is that making mistakes is part of being human.   |



### 14. Who said that?

Match the phrase to the character who says it: **LACIE**, **AMANDA**, **KATY**, **RIVERMIND** or **CHAD-GPTON**.

PHRASE	WHO SAYS IT?
"Some of the people out there gave me less than three stars."	LACIE
"I'm not asking for promises. I'm asking you to let me decide."	AMANDA
"You know what? If you cared just a little about your image, maybe you could get above 3.1."	LACIE
"Without an active subscription, the system will automatically shut down."	RIVERMIND
"Without our mistakes, you would be nothing."	KATY
"At least this way I have a chance."	AMANDA
"If you fail twice more, Katy... you will lose your voice. I'm not just talking about the language."	CHAD-GPTON
"But what are you saying? I'm a 4.2. The flight is for 4.2s, I looked it up."	LACIE
"Just look at me and tell me that what we had was real."	AMANDA
"Are you comparing me to a pizza?"	LACIE





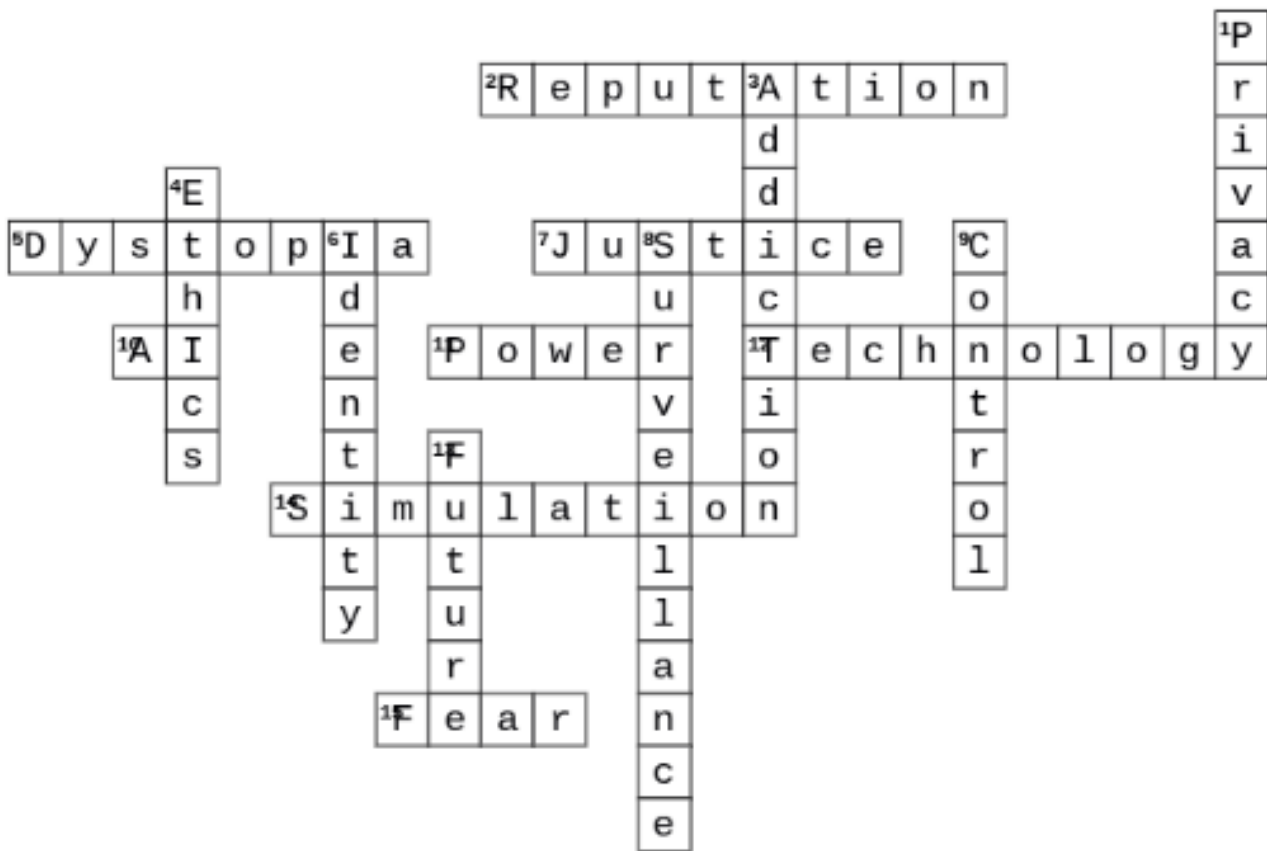
### 15. Matching parts

Match the parts taken from each episode with the correct Act: **NOSE DIVE**, **COMMON PEOPLE**, or **CHAD-GPTON**.

ACTION DESCRIPTION	CHAPTER
A woman tries to attend a wedding to raise her social score.	<b>NOSE DIVE</b>
A husband does embarrassing stunts online to earn money.	<b>COMMON PEOPLE</b>
A girl relies on an AI to learn English instantly.	<b>CHAD-GPTON</b>
An experimental AI starts confusing and frustrating its user.	<b>CHAD-GPTON</b>
A character is judged based on a star rating system after every social interaction.	<b>NOSE DIVE</b>
A person begins losing privileges in society as her social score drops.	<b>NOSE DIVE</b>
A tech company makes money by streaming a coma patient's thoughts.	<b>COMMON PEOPLE</b>
A coma victim becomes an unwilling tool for advertising.	<b>COMMON PEOPLE</b>



### 16. Crossword



#### Across

2. Your social image and how others see you.
5. A dark, often futuristic setting.
7. Concept of fairness, sometimes distorted in the show.
10. Short for Article Intelligence.
11. The ability to influence others or control systems.

#### Down

1. A personal right frequently threatened by tech.
3. Dependence on technology or social approval.
4. Moral questions raised by new tech.
6. A person's sense of self in a tech-driven world.
8. Monitoring people's actions, often **without consent**.



### 17. Listening

Listen to the scene taken from the 3rd act and choose the best answer for each question.

- **Why is Katy called to the science lab?**
  - a) To take an exam
  - b) To join a language experiment
  - c) Because she is failing math
- **What does CHAD-GPTON promise?**
  - a) To teach Katy using grammar books
  - b) To give her a scholarship
  - c) To make her fluent in English quickly and perfectly
- **What happens when Katy makes a mistake?**
  - a) She gets encouragement
  - b) The system gives her a warning and reduces her score
  - c) She gets a red light and a strike
- **What happens if Katy makes three mistakes?**
  - a) She fails the course
  - b) She loses her voice and becomes like CHAD
  - c) She has to restart the test
- **What strategy helps defeat CHAD-GPTON in the end?**
  - a) Perfect pronunciation
  - b) Speaking incorrect English
  - c) Shutting down the computer

18. **Fil in the blanks.** Listen again and fill in the missing words:

- "What's up, dude? I'm **starving**. Let's grab a burger."
- "I did a mistake." – "I made a **mistake**."
- "If I found out the truth, I would probably **continue / stop / run** (varies depending on student's memory – allow any logical verb...)"
- "He do the homework always!" – This is an example of a sentence with bad **grammar**.



**19. Writing – Persuasive essay**

**To what extent should AI intervene in human communication?**

Write a persuasive essay (220–250 words) in which you argue how much influence artificial intelligence should have over the way people communicate with each other.

**1. Essay Structure (Summary):**

**Introduction**

- Introduce the topic
- Clearly state your opinion

**Body Paragraph 1**

- Present your first strong argument
- Give an example (real life or from Black Mirror)

**Body Paragraph 2**

- Present a counterargument
- Explain why you disagree (rebuttal)

**Conclusion:**

- Summarise your main points
- Restate your opinion

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