

Unit 1 >>> Switch on

1

- Students have already watched the video once in class (Student's Book Exercise 8, page 11). Ask them to brainstorm the names of some apps and say them out loud.
- Put the students into small groups (three or four). Give them three to five minutes to read the questions and talk about them in their groups. Then use the questions for a class discussion.
- Play the video for the students to check their answers.

Suggested answers

- 1 Students' own answers
- 2 To ask about homework, talk about what happened at school, tell parents that they are OK.
- 3 With friends, classmates, parents and other family members, teachers.
- 4 In class, during an exam; at the dinner table, when talking with someone face-to-face.

Extra activity

Ask students to read out part of an online chat between themselves and someone else. They read it out in L1 but they mustn't say who the other person is. The other students discuss in English who the other person is, eg *I think it's (Maria)'s mum because she says ...* They can decide in pairs or small groups before the student reveals who it is. Invite different students to read out an online chat.

2

- Ask students to look at the image of the four friends and elicit what they remember about their conversation.
- Explain that they're going to watch the video and decide who they agree with. Encourage students to take notes while they are watching to help them remember what each person says.
- Play the video once. Elicit briefly what each person said (see answers).

Answers

Roisin – *likes photography, games and social networking apps; loves Tumblr*
 Tyler – *likes music and social networking apps; loves Instagram*
 Shay – *likes social networking apps; loves Instagram*
 Sebastian – *likes games and music apps; loves Twitter*

- Point out the prompts and elicit an example: *I'm the same as Sebastian. I use a lot of games apps and I love music apps, but I don't like Twitter. I prefer Facebook.* Give students two to three minutes after the video to discuss their opinion with a partner.
- Go around the class monitoring students' discussions and offering help and feedback.

Extra activity

In pairs, students show each other their favourite game, music or social networking app and explain how it works. Brainstorm some of the language students might need, eg *click, browse, post, upload, etc.*

3

- Check students are familiar with how Twitter works, ie you can only write up to 140 characters/letters, you use the @ symbol when you want someone in particular to see your tweet.
- Point to the Twitter messages and elicit ideas on how the conversation continues. Explain that the photos show us who's writing the message and the @ symbol shows us who they are writing to.
- Put the students in pairs to complete the messages on Twitter. Tell students to use the words in the box. Allow them to use as many characters as they need (ie not just 140 as they do on Twitter). Note: Alternatively, you could set the limit of 140 characters/letters with stronger classes.
- Give students a minute to practise reading out the conversation in their pairs. Then play the video without sound and invite pairs to read the conversation out to the class.

4

- Explain that the expression *way too much* means 'a lot' with a very negative meaning, reminding students that *too many* and *too much* on their own are usually negative. Find out who agrees with Roisin by having students raise their hands.
- Give students time to write their answer or set it for homework.
- Remind students to use the present simple and expressions of frequency. See Student's Book, page 120.