

HBD to you 😊

LEARNING OUTCOME

learn how to use social networking language

WARMER

Ask students what types of social media they use. This may include Facebook, Twitter, YouTube, Instagram, WhatsApp, Pinterest, etc. Compare answers around the class.

Ask students if they have ever exchanged texts with someone in English and, if so, whether it was easy to understand.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to use social networking language.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are at a friend's house. They are looking at their mobile phones. They might be sending and receiving text messages from friends or checking their social media pages.

Everyday vocabulary

- 2 Ask students to work in pairs and explain their understanding of the expressions in italics to each other. Check answers as a class.

Answers

chat online = to exchange messages with someone using a computer/mobile

emojis = small icons used to express emotions

trending = popular subjects currently being discussed on social media, particularly Twitter

account = an arrangement which entitles the user to access an email page or webpage

log in = start using a social networking site or other website by entering a private (pass)word

homepage = your personal page on any website in which you have an account

vlogger = as *blogger* above but in video form, in front of a webcam.

blogger = a person who posts regular written entries on a website that express opinions, give advice or simply entertain.

- 3 Ask students to work in pairs and brainstorm any other words they know and add them to the list. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

hashtag = a word with the symbol # in front of it, used to identify or search for subjects of interest; *status* = updating where you are or how you are feeling on a social media page

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Ingrid, a student from Lithuania, and Rosie, the daughter of Ingrid's host family, who is the same age as Ingrid. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out what Ingrid decides to do. Ask students to check their answer in pairs, before checking as a class.

Answer

Ingrid decides to open a Twitter account.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 b 2 e 3 f 4 c 5 a 6 d

EVERYDAY ENGLISH TOOLKIT

Tell students to match each social networking expression with its meaning. Check answers as a class.

Answers

- a) tweet me back **TMB**
- b) have a nice day **HAND**
- c) a very special friend **BF**
- d) I don't know **IDK**
- e) before **B4**
- h) because **B/C**
- i) happy birthday **HBD**
- j) I see **IC**
- k) cool cool **KK**
- l) about **ABT**

Over to you!

- 6 Students work in pairs and send each other text messages. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit and the dialogue in 4. When students have finished, ask them to swap partners and exchange texts again.

Extension: Students can send genuine texts to each other if the class know each other well enough to exchange numbers.