

## From the creators of Pinterest and Twitter: a new app to fix what social media broke

**Level:** Advanced (C1-C2)

**Time:** Approximately 90 minutes

**Overview:** This article discusses the launch of the new app designed to tackle the issues caused by social media.

**Business topic:** Startups, social media, apps

**Business language:** Startup phrases

**Activities:** Key words, Understanding the article, business language (startup phrases), discussion of opinions about social media apps, presentation, pitching a new app

**Groups:** whole class, pairs, small groups

- b. Ask students to use words from the previous activity to complete the sentences. When you go over the answers, make sure that the students understand all of the sentences and the key words.

**Key:**

1. *grapple with*
2. *capitalise on*
3. *thread*
4. *devastation*
5. *pitch*
6. *antidote*
7. *scrapbooking*
8. *headquartered*
9. *disrupt*
10. *wrought*

### 1. Warmer

- a. Ask students to discuss the questions as a whole class. Encourage them to say whether they use social media apps, and if so, what negative side effects they have noticed.

### 2. Key words

- a. You can either have students read the whole article and then go back to the paragraphs listed next to the definitions to look for the key words, or you can ask them to locate the key words as quickly as they can and then read the article. Either way, remind them to read the whole sentence containing the key word to see how the word is used in context.

**Key:**

- |                        |                          |
|------------------------|--------------------------|
| 1. <i>antidote</i>     | 6. <i>Headquartered</i>  |
| 2. <i>Devastation</i>  | 7. <i>Disrupt</i>        |
| 3. <i>Scrapbooking</i> | 8. <i>Wrought</i>        |
| 4. <i>Pitch</i>        | 9. <i>Grapple with</i>   |
| 5. <i>thread</i>       | 10. <i>Capitalise on</i> |

### 3. Understanding the article

- a. Ask students to tick (✓) the true statements and to rewrite the false statements so that they are true.

**Key (suggested answers for false statements):**

1. ✓
2. *False – They raised the money for it.*
3. *False – It is by invite only.*
4. ✓
5. ✓
6. *False – It sends you notifications every morning.*
7. ✓
8. ✓
9. ✓
10. ✓

### 4. Business Language – startups

- a. Ask students to use the phrases in the box to complete the definitions. Encourage them to scan the article to look at how some of the phrases are used in context before completing the sentences. Tell students that some of the words may appear in different forms in the article. When you check the answers, make sure the students understand the phrases.

**Key:**

1. *start-up*
2. *launch*
3. *mission*
4. *co-founder*
5. *raise funding*
6. *pitch (an idea)*
7. *industry group*
8. *co-found*

- b. Ask students to complete the text with the phrases from task a.

1. *start-up*
2. *mission*
3. *co-founders*
4. *launch*
5. *raise funding*
6. *pitch (the idea)*
7. *industry group*

- c. Ask students to pick an internet startup and write a similar text using the key vocabulary.

## 5. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions.

## 6. Wider business theme – app startup

- a. Ask students to think of creating and launching their own app. Before they get to the task, hold a class discussion on what elements go into designing an app like the one mentioned in the article. Split students into groups or pairs and have them work on their app idea. Set a timer if needed.
- b. Put students in groups and ask them to pitch their app ideas to their groups.