

# UNIT 6

# Going Viral

GO TO page vi

for **UNIT OPENER** step-by-step instructions.

## WHAT DO YOU ALREADY KNOW?

- 1 Think of words about social media and the internet. Write the words or draw the icons of apps you use.
- 2 **IN PAIRS** Share and compare your information. Add more words to your lists.

Social media

Internet



## DISCUSS & SHARE



VIDEO

- 3 **IN GROUPS** Watch the video and answer the question.

**SYM** How much time do you spend online?

GO TO page xx

for **VIDEOS IN SYM** step-by-step instructions.

## In this unit, you will ...

- talk about media use, computer equipment, and online business.
- use thinking skills: analyze and evaluate.
- read about social media use and employment.
- use strategies to keep talking by showing interest and asking follow-up questions.
- use critical thinking skills to analyze the pros and cons of a digital detox.
- follow a social media marketing manager to learn about this job and the skills needed for this industry.

Unit 6 Going Viral 57

## WHAT DO YOU ALREADY KNOW?

If you notice students are struggling to understand what to do, you can provide one or two examples to help them get started:

- **Gadgets:** smartphone, tablet, webcam
- **Popular apps:** WhatsApp, Facebook, Twitter, Instagram

## VIDEO

Before viewing, ask:

How does Sonya like to stay connected? *online and on her phone*

How does Alex like to stay connected? *face-to-face*

After viewing, put the continuum on the board.

**devices** — **face-to-face**

Have students mark the continuum and explain how they stay connected.

## DISCUSS & SHARE

Take a poll of students' online activity time. Ask who spends less than an hour a day online, who spends one to three hours online, and who spends three or more hours online. Talk about the pros and cons of spending time online.

**GO TO** page x  
for **READING** step-by-step instructions.

**READING**

**A IN PAIRS** Discuss the social media apps you use and how often you use them.

A: I use ... every day. B: I never use ...

**B 6.01 READING SKILL—Predict information** Read the article and guess the missing information. Then check your answers below.

**Social Media Use and Employment**

Do some things about social media make you angry? If your answer is "yes," read on ...

Young adults are spending a lot of time on social media these days. According to Statista, about **1** 2.5 billion people use social media. Are you surprised? That's about one-third of the world's population! In the US, around **2** 98% of people aged 16 to 24 have social media accounts. On average, they spend **3** 109 minutes per day—almost two hours—on social media. **4** China has more social media users than any other country—596 million. That number is growing all the time.

Many people are afraid that employers are getting information about them from social media. This information can make them feel embarrassed.

A study by Statista from 2017 shows that **5** 61% of employers look at social media profiles before they hire someone. So, be very careful and check your settings. Keep your social media profiles for family and friends only.

[Read more](#)

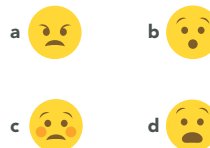
Answer Key for Reading B:  
1 2.5; 2 98; 3 109; 4 China; 5 61

**GO TO** page vii  
for **VOCABULARY** step-by-step instructions.

**VOCABULARY**

**A Read the sentences (1–4) and match the words in bold to the emojis (a–d). Write the letter.**

- 2.5 billion people use social media! Really? I'm surprised! **b**
- I'm embarrassed when I tell people I don't use social media. **c**
- I'm mad when there are ads on social media sites all the time. **a**
- Don't be afraid to take a break from social media. **d**



**B THINKING SKILL—Analyze** Which of these opinions do you agree with? Why?

- Social media friends are not real friends.
- Social media is a great way to share information.

**★ MAKE IT YOURS**

Which emojis do you use most often? Send an emoji to a classmate to say how you are feeling. Ask that person to say in English how you are feeling.



**READING** OPTIONAL 6.01

Some popular social media apps are:

- Facebook: for keeping up with friends.
- Instagram: for posting photos.
- Snapchat: for sending pictures and messages.
- Twitter: for posting short messages, photos, and videos.

Students should be aware of their settings on social media: they should activate privacy settings so only those they know will be able to see their information.

You may like to discuss other apps that students use every day.

**VOCABULARY**

Ask students what other emojis they use to communicate emotions. Additionally, ask them about shorthand. What shorthand do they use to communicate emotions—for example, LOL (laughing out loud)? Do they use shorthand in their own language, or have they adopted English shorthand in their everyday lives?



for **GRAMMAR** step-by-step instructions.

**A Read the examples. Then choose the correct option to complete the rules.**

Young adults are spending a lot of time on social media these days.  
Employers are now using social media sites.  
They're getting information about future employees.

- 1 Use the present progressive for things that are happening every day / **now**.
- 2 Form the present progressive with the verb *be* + **-ing** / infinitive.
- 3 When a verb ends in -e, remove -e and add -ing: use becomes **using**, take becomes **taking** / **taking**.
- 4 When a verb ends in a vowel + consonant, double the last consonant and add -ing: get becomes **getting**, stop becomes **stopping** / **stopping**.
- 5 When a verb ends in -ie, change the -ie to -y and add -ing: lie becomes **lying**, tie becomes **tying** / **tying**.

For more practice, go to page 149.

**B Complete the conversation with the present progressive.**

Jenny: Hi, Gemma. **1** What **are** you **doing** (do)?  
Gemma: **2** Oh, I **'m/am looking** (look) at things online.  
Jenny: **3** Why **aren't** you **studying**? (not study)  
Gemma: **4** I **'m/am taking** (take) a break. So what's up?  
Jenny: **5** I **'m/am calling** (call) because I need help.  
Gemma: Are you worried about the exam tomorrow?  
Jenny: **6** No, I **'m/am buying** (buy) some new shoes online. Can you look at them?  
Gemma: Sure!

**C IN PAIRS** Role-play a phone conversation. Talk about what you are doing now and how you are feeling.

**SPEAKING**

**A Complete the table with the things you are usually doing at these times and days.**

	Tuesday	Friday	Saturday
7 a.m.			
12 p.m.			
6 p.m.			
11 p.m.			

**B IN PAIRS** Ask and answer questions about what you are doing at these times. Use the Confident Communicator box to help you.

- A: It's 7 a.m. on Sunday. What are you doing?      B: I'm sleeping.  
A: And how are you feeling?      B: I'm relaxed!

**CONFIDENT COMMUNICATOR**

**START TALKING**

To ask about feelings, say: *Are you OK? Is everything all right? What's the matter?*

To describe how you are feeling, say: *I'm feeling ... today. / I'm sad about ... / I'm happy about ... / I'm tired / I'm sleepy / I'm hungry.*

for **SPEAKING** step-by-step instructions.

**GRAMMAR** Extra Practice

To practice the present progressive further, have students work in pairs and wonder out loud what people they know are doing right now. For example, *I know my mom is working. She's probably answering emails and talking on the phone. My dad is probably having lunch*, and so on. Have them look for coincidences. For example, A: *My dad is traveling to work. He's driving now.* B: *Mine, too!*

**SPEAKING** Alternative Activity

Play I'm Reading a Book. Ask everyone to stand in a large circle. Do an action (e.g., reading a book) but say you are doing something else (e.g., *I'm brushing my teeth*). The person on your left should do the action (brushing teeth) but say a different action (e.g., *I'm watching TV*). The following student acts out watching TV, but says another action, and so on. Have students go faster and faster around the circle.

**VOCABULARY** technology equipment

A Match the words from the box to the pictures.

microphone headphones keyboard screen  
smartphone mouse tablet webcam



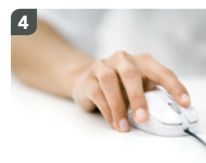
1 smartphone



2 tablet



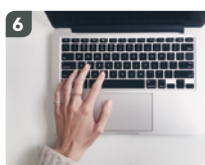
3 webcam



4 mouse



5 monitor



6 keyboard



7 headphones



8 microphone

B Complete the information about vlogging with the words in the box.

microphone smartphone tablets webcam

**So, you want to be a vlogger?**

**Here are some of the things you need.**

To film your vlog, you need a video camera. If you are sitting at home with your computer, you can use the 1 webcam. Some vloggers use the camera on their 2 smartphone to make videos. The screens are very small, but they work fine. 3 Tablets are also OK to use, but a computer makes your vlog look more professional. When you speak, you use a 4 microphone. People need to hear what you are saying, so get a good one.

Happy vlogging!

**★ MAKE IT YOURS**

Compound words are two different words put together.  
desk + top = desktop  
web + camera = webcam  
What other compound words do you know?

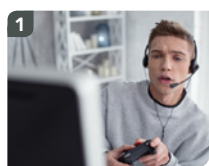
**GO TO** page xi

for **LISTENING** step-by-step instructions.

**LISTENING**

A **IN PAIRS** Match vlog types from the box to the pictures.

computer gaming food product reviews travel



1 computer gaming



2 product reviews



3 travel



4 food

**VOCABULARY**

You may want to define *vlogging* for the class. A *vlog* is a video blog that is posted online.

**CULTURE NOTE**

Vloggers are usually active on YouTube and they were on Vine, which was bought by Twitter. Some interesting, famous, or well-known vloggers are Shane Dawson, Emma Chamberlain, and Wengie. Latin American students will most likely know Yuya, a Mexican beauty vlogger with over 20 million subscribers.

**★ MAKE IT YOURS**

More technology compound words are: *headphones, website, online, offline, laptop, smartphone, voicemail, email, and filename*. Invite students to use an online dictionary if they have any questions.

**B** **6.02 Listen to the vloggers and match them to the vlog types in A.**

- 1 Speaker 1: **food Speaker**
- 2 Speaker 2: **travel Speaker**
- 3 Speaker 3: **computer gaming Speaker**
- 4 Speaker 4: **product reviews Speaker**

**C** **6.03 LISTENING SKILL—Listen for fact and opinion** Listen and choose *Fact* or *Opinion*.

- 1 Fact / **Opinion**
- 2 **Fact** / Opinion
- 3 Fact / **Opinion**
- 4 **Fact** / Opinion
- 5 Fact / **Opinion**

**D THINKING SKILL—Evaluate** Discuss the statement. Do you agree? What do you think makes a good vlogger?

A good vlogger is like the boy or girl next door—someone who feels like I do about things.

**GRAMMAR** present progressive vs. simple present

**A** Read the sentences. Underline the present progressive verbs. Circle the simple present verbs.

- 1 Right now, I'm using my laptop to upload videos ...
- 2 I spend about six months of the year away from home ...
- 3 I'm studying to be a computer programmer.
- 4 People always ask me for advice ...

**B** Choose the correct option to complete the rules.

- 1 We use the simple present to talk about things that happen **regularly** / now or around now.
- 2 We use the present progressive to talk about things that are happening regularly / **now or around now**.

For more practice, go to page 150.

**C** Choose the correct option. Is the question in simple present or present progressive?

- 1 Where is your laptop?  
a **simple present**      b present progressive
- 2 What are you watching on your laptop?  
a simple present      b **present progressive**
- 3 What kind of camera do you use to make vlogs?  
a **simple present**      b present progressive
- 4 What famous vloggers are you following?  
a simple present      b **present progressive**

**D IN PAIRS** Ask and answer the questions from C.

**SPEAKING**

**A** Write complete questions in your notebook with the words given.

- 1 What / do / do?
- 2 What / do / generally / vlog / about?
- 3 How / usually / make / your vlog?
- 4 How / often / vlog?

**B IN PAIRS** Role-play. Use the Confident Communicator box to help you.

Student A: Imagine you are a well-known music vlogger.

Student B: Imagine you are a famous skateboarding vlogger. Ask and answer questions in A to find out more about your partner.

**C IN GROUPS** Discuss which vlogs you watch. Do you have your own vlog?

**CONFIDENT COMMUNICATOR**

KEEP TALKING

It's important to show interest when someone is talking to you:  
*Oh, right. I see. Uh-huh. Really?*

When things are very interesting, your voice is usually higher and louder:  
*No way! Wow, that's amazing! You're kidding!*

- 1 What do you do?
- 2 What are you vlogging about?
- 3 How do you usually make your vlog?
- 4 How often do you vlog?

**LISTENING**

**LISTENING SKILL—Listen for fact and opinion**

Have students listen for clues when listening for fact or opinion. People often use statistics to talk about facts, so numbers and percentages are good clues that facts are being stated. Opinions will often be preceded by *I think ...* or *In my opinion ...* Opinions are subjective. Facts are objective and can be verified.

**GRAMMAR** Extra Practice

Ask students to write five facts about themselves in the simple present and then add information in the present progressive. For example, *I'm a student. I'm studying engineering. I'm 21. I'm planning a big party next week.*

**CULTURE NOTE**

How do vloggers make money? Lilly Singh made \$10.5 million dollars in 2017. YouTubers make money through views. Every 1,000 views pays two to four dollars according to [www.lifehack.org](http://www.lifehack.org).

Ask students if they know any other famous vloggers.



**LISTENING**

A Check (✓) the things you like to buy and sell in online stores.

- books
- clothes
- electronics (smartphones, headphones)
- music, movies, video games
- sports equipment (soccer balls, athletic shoes, baseball bats)
- other: \_\_\_\_\_

B **6.04 LISTENING SKILL—Listen for the main idea** Listen to an interview with an internet business owner. Then answer the question.

1 What does he buy and sell? (*athletic clothes*)

C **6.04 Listen again and answer the questions.**

- 1 How old is Luca?
- 2 Where does he buy and sell things?
- 3 How much money does he make per item?
- 4 How often does Luca add new pictures to his website?
- 5 What is his day job?

D **THINKING SKILL—Evaluate** Consider some of the differences between shopping online and shopping in a store. What do you prefer? Why?

*I like shopping in a store because I can see and touch what I'm buying.*

**VOCABULARY** technology phrases

A **6.05 Listen and complete the phrases with words from the box.**

go post send take update upload

- 1 send a text message
- 2 upload pictures
- 3 post comments
- 4 update my profile
- 5 go viral
- 6 take a selfie

B Match the phrases from A (1–6) to the definitions (a–f). Write the number.

- a take a picture of yourself on a smartphone 6
- b write your opinion about something online 3
- c communicate by typing on your smartphone 1
- d become very popular on the internet 5
- e copy a picture to the internet 2
- f put new information about yourself on a social media site 4

**PRONUNCIATION** /ŋ/

A **6.06 Listen and notice the /ŋ/ sound for the letters -ng.**

- 1 kin king
- 2 sin sing
- 3 thin thing

B **6.07 IN PAIRS Listen and practice saying the sentences. Is your partner using the /ŋ/ sound correctly?**

- 1 Sing this song.
- 2 The teacher is talking.
- 3 I'm listening to music.

**GO TO** page 142  
for AUDIO SCRIPT.

- 1 20 (years old)
- 2 buys: online; sells: online (website), an app for buying and selling
- 3 \$40–\$50
- 4 every two or three days
- 5 He works in a restaurant.

**GO TO** page 143  
for AUDIO SCRIPT.

**GO TO** page ix  
for PRONUNCIATION step-by-step instructions.

**LISTENING**

Discuss online purchasing disasters you and your students have had. Ask *Have you bought something that didn't fit and had trouble returning it? Have you bought something that arrived damaged? What about quality? Have you bought something that looked very different in real life from how it looked in the photo?*

**LISTENING SKILL—Listen for the main idea**

In English, the main idea usually comes early in the conversation, and then supporting details follow. This can be different in other languages. In Spanish, often the supporting details lead up to the main idea.

**VOCABULARY**

Have students practice saying the phrases with the correct intonation. Then have them use the phrases in *Wh-* questions. For example, *How many times a day do you send text messages?*

## WRITING


**A** Check (✓) the details to include when you want to sell a product online.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> information about the product (name, type, color) | <input checked="" type="checkbox"/> condition (excellent, good, used, never used, etc.) |
| <input checked="" type="checkbox"/> what it does (takes pictures, plays music, etc.)  | <input type="checkbox"/> why you're selling it  |
| <input type="checkbox"/> where it is from   | <input checked="" type="checkbox"/> the price   |

**B** Read and compare the two social media ads. Then discuss the questions.

- 1 Which ad do you like more?
- 2 Which ad makes you want to buy the headphones?


**A**



A pair of headphones for sale. They are good for listening to music. They are white. They are in good condition. They come from China. They cost \$60. I am selling them for \$45 because I want the money to buy new headphones.

follow

**B**



Hi! I'm selling my BodeA345 headphones. White. They're amazing! Fantastic sound. Very comfortable. Excellent condition. \$40

follow

**C** Write A or B.

This ad ...

- 1 uses positive adjectives. B
- 2 doesn't use complete sentences. B
- 3 doesn't use the same phrases for every sentence. B
- 4 gives information that isn't important. A

**D** Write a social media ad for something you want to sell online in your notebook.

## SPEAKING

**A** Write sentences in your notebook about how you use technology and how often you do it.

*I upload pictures to my social media profile about once a week.  
I don't take selfies on my smartphone very often.*

**B** **IN GROUPS** Discuss your online activity and how you use technology. Use the Confident Communicator box to help you.

### CONFIDENT COMMUNICATOR

#### KEEP TALKING

To keep a conversation going, it's a good idea to ask for more information. When someone gives you a yes/no answer, you can ask follow-up questions. They usually begin with *How*, *Where*, *When*, *What*, and *Who*.

*Do you take selfies?*  
*How often do you take them?*  
*What social media sites do you use?*

Unit 6 Going Viral 63

GO TO page xiv

for **WRITING** step-by-step instructions.

## WRITING

After completing the writing exercises, do a gallery walk. Ask students to post their social media ads around the room and have everyone circulate, reading them as if they were viewing exhibits in an art gallery. You may want to give students play money and they could bargain for the things they want to "buy."

## SPEAKING

Before starting this section, encourage students to doodle, draw icons and charts, and write sentences about how they use technology and how often they use it. Encourage them to jot down as many ideas as they want to. Draw students' attention to the vocabulary on the previous page and let them know they can use the phrases they learned. Tell them they don't have to use all the ideas they wrote down—it will become clear to them which ideas are the best ones for the speaking activity.

for LANGUAGE AND LIFE step-by-step instructions.

# Language and Life

## Critical Thinking – A Digital Detox

A 6.08 Read the article. Then answer the questions.

## Digital Detox

June 21 12:10

### How to Do a Digital Detox

Are you spending too much time using your phone? Check the things that are true for you to find out:

I check social media before I get out of bed.

I send messages while I have breakfast.

I often take my phone to the bathroom.

I never go out without my phone.

Did you check three or four? Then, it may be time for a digital detox. Mandy Morgan, a social media expert, gives us this advice ...

“This isn’t about tech devices,” she explains. “It’s about understanding what is healthy. People usually feel good when they don’t use their smartphones all the time.”

Morgan says that a seven-day detox helps with your sleep, your studies, and how you feel. She asks people to check their screen time and count how many times a day they pick up their phone.

When you do a digital detox, you don’t have your phone all the time. For seven days, you practice when and where you use your smartphone. You learn to leave your phone at home sometimes.

Marcia Estefan (DJ Blade), 23, is a club DJ from Brasilia. She is also studying to be a doctor. “I use my phone all the time,” she explains. “I never think about how often I look at my screen.” These days Marcia doesn’t use her phone often. She rarely takes it out with her in the evening. “It makes me think about how I use technology and that’s a good thing.”

Before the Digital Detox

Screen Time Per Day: 3 hours 20 minutes

Picks Up Her Phone: 56 times a day

After the Digital Detox

Screen Time Per Day: 1 hour 50 minutes

Picks Up Her Phone: 23 times a day

[Read more](#)

- |   |                 |
|---|-----------------|
| 1 Mandy Morgan says tech devices are bad for your health.       | Yes / <b>No</b> |
| 2 You do a digital detox for one month.                         | Yes / <b>No</b> |
| 3 A digital detox can help you in different areas of your life. | Yes / <b>No</b> |
| 4 Marcia thinks that doing a digital detox is a good idea.      | Yes / <b>No</b> |

### OBJECTIVE

In this lesson, students learn how to think critically about their use of digital devices. Students will consider their behavior related to their gadgets and think about the positive outcomes of not using them for a period of time. Point out to students that undertaking a digital detox is a serious commitment but that there are some proven benefits and they should consider trying it.

### PROCESS OPTIONAL 6.08

Students first read an article about doing a digital detox. The writer outlines the process and reports on the results. Students consider the pros and cons of doing a digital detox themselves. There will be advantages and disadvantages of not using their phones, and there are rules that will need to be followed. Then, they do their own digital detox and make notes. Finally, students make a short video describing the experience.



**B IN PAIRS** Discuss the questions.

- 1 How much screen time do you have every day?
- 2 Do you think you use your phone too much? Be honest!

**C IN GROUPS** Consider the pros (+) and cons (-) of doing a digital detox. Add other ideas of your own.

Pros (+)

have time to think in class

have real conversations

your ideas: \_\_\_\_\_

Cons (-)

the internet helps us study/learn

we know what our family/friends are doing

your ideas: \_\_\_\_\_

**D** Read the digital detox rules. As a class, decide if you want to have a digital detox for one class or one day.

Digital detox rules

- Make your classroom a phone-free zone. No phones allowed!
- Put your phone in your pocket when you are talking or eating.
- Put your phone away on your way to/from school.
- Keep your phone on airplane mode in class, or leave it at home for a day.

**E** Do the digital detox and make notes about how you feel.

**MAKE IT DIGITAL**

Record a video on your smartphone about how you feel after a digital detox. Share your videos as a class. What did your classmates think?



**CLASSROOM MANAGEMENT**

Encourage students to reflect mindfully as they go about their days without their gadgets. Suggest that they keep a written diary along the way.

**CULTURE NOTE**

In Latin America, smartphones have proliferated. Some advantages to everyone carrying a phone in their pocket is that when crimes are spotted, often video evidence is taken. The downside of it is that there can be grave invasions of privacy. Trolling, fake news, and cyberbullying are the worst elements of the social media age.

**MAKE IT DIGITAL**

Remind students to think about lighting and sound when they are making their videos. They can make the video in a testimonial style, simply speaking into the camera. Tell students to record in a quiet, private place without the sounds of other voices or traffic to interrupt their recording.

for **UNIT REVIEW** step-by-step instructions.

## UNIT 6

### VOCABULARY review

SCORE: / 10

**A Choose the correct option.**

- 1 Do you want to play / go / **take** a selfie with me?
- 2 I'm very afraid / **mad** / embarrassed. My new printer doesn't work.
- 3 Please **post** / download / take a comment after you read my blog.
- 4 I always use my smartphone to play / **send** / do a text message.
- 5 Please use my laptop to **create** / play / go an online profile.
- 6 It's easy to download an app with this **headphones** / **tablet** / webcam.
- 7 I sometimes use my desktop to go / read / **upload** a picture.
- 8 I'm **surprised** / afraid / embarrassed. She is giving away her new song.
- 9 I be / use / **update** my profile online once or twice a month.
- 10 Look into your **mouse** / **webcam** / keyboard to make a video.

### GRAMMAR review

SCORE: / 10

**A Complete the conversation with the correct simple present or present progressive form of the verb in parentheses.**

Clare: Hey! What 1 **are** you **doing** (do)?

Matt: Not much. I 2 **'m watching** (watch) a movie. You?

Clare: I 3 **'m studying** (study) at the library.

Matt: Again?

Clare: You know I usually 4 **come** (come) here after class. Quick question:

5 **Do** you **use** (use) headphones with your laptop?

Matt: Sure. I 6 **'m using** (use) them right now.

Clare: What kind?

Matt: They're called AudioPlus. Electronics World 7 **sells** (sell) them.

Clare: Good to know. I need some. The people here are noisy! They 8 **'re talking** (talk) a lot. They 9 **re not studying** (not study)!

Matt: Well, get these. They always

10 **work** (work) great!

Clare: Thanks! Gotta go—see you tomorrow.

16–20 correct: You can talk about emotions and technology. You can use the present progressive and simple present.

0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

#### WHAT DO YOU KNOW NOW?

Look back at page 57 and add the words you know now to the box.

for **FOLLOW A PRO** step-by-step instructions.

### FOLLOW A PRO

### MARKETING

Take the quiz about marketing. Go to Follow A Pro on page 132 to find the answers. Then learn more about the marketing field.

- 1 In New York, around ... people work in marketing full-time.  
a **17,000**                      b 31,000                      c 52,000
- 2 More customers go to a website when the company has a regular blog.  
a **true**                              b false
- 3 How do 90% of businesses respond when customers complain?  
a **by social media**              b by email                      c by phone
- 4 When customers have a bad experience with a company, about 4% complain. What do the other 96% do?  
a They buy the product again.      b They tell their friends.      c **They never buy from that company again.**

66 Unit 6 Going Viral



### CLASSROOM MANAGEMENT

Once students have completed the vocabulary and grammar review exercises, post the answers in small print in different places in the classroom. Tell students that as they finish, they are free to go and check the answers. Give students sticky notes and have them write down the numbers of the items they found difficult or confusing. Collect and check the sticky notes and address just the areas of difficulty during class feedback.

### FURTHER DISCUSSION

Put students in groups of three and ask the following questions for them to discuss:

- Are you addicted to your gadgets?
- Do you have all your information backed up?
- What would you do if your phone was stolen?
- Do you follow any vloggers?
- What do you spend most of your online time doing?
- Are you concerned about the health effects of excessive screen time?