

3 Fake news!

3.1 Vocabulary

Lesson summary

Speaking: Discussing how things can be fake; sharing opinions about fake news stories

Listening: A discussion about fake news

Vocabulary: Verbs related to computers

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 10 and set exercise 7 for homework.

WARM-UP Tell students to look at the photo.

- Ask: *Which apps do you use most on your mobile phone? Why do you use them? How and where do you find information about world events? When you share things online, do you share it only with friends and family, or is it public?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 34

- Students do the task in pairs.
- Check the pronunciation and elicit ideas for a definition.

KEY

Pronunciation: /feɪk/ **Suggested definition:** Something which isn't real, but is made to look or seem real.

Extra support

Write the definition from the Key on the board, but leave gaps instead of *real*. Elicit the missing word from the class.

Exercise 2 page 34

- Students do the discussion task in pairs.
- Elicit ideas from the class.

Exercise 3 Think & share page 34

- Students discuss the headlines and their opinions in pairs.
- Read out headline A. Ask students to stand up if they think it's true and remain seated if they think it's fake. Elicit ideas from a few students who are standing and a few who are sitting. Do the same with the remaining headlines.

Exercise 4 3.01 page 35

- Play the video or audio for students to answer the questions.
- Check answers as a class.

KEY

They talk about A and C.

C is fake news – it's 7.5% and not 75%

Transcript

See Teacher's Guide, page 185.

Exercise 5 3.01 page 35

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 T 2 F 3 T 4 F 5 F 6 T

Transcript

See Teacher's Guide, page 185.

- Ask students if they are surprised by any information they found out and, if so, elicit examples.

Exercise 6 page 35

- Students do the task in pairs.
- Check answers as a class.

KEY

- 1 Who posted it?
 - 2 What are the facts? Do they sound believable?
 - 3 What are other people saying? Do experts agree with the story?
- Elicit ideas for other possible questions from the class.

Exercise 7 Real English page 35

- Students complete the matching exercise.
- Check answers as a class.

KEY

1 C 2 E 3 D 4 A 5 B

Extra activity

- Write the following on the board:
a time you saw something coming
films you've seen with far-fetched plots and if you enjoyed them
a time something had a ring of truth to it, but you checked it out to make sure
how you feel when a classmate spots mistakes in your work
- Ask students to discuss the situations in pairs.
- Ask a few students to share their ideas with the class.

Exercise 8 Vocabulary page 35

- Students check the meaning of the verbs, using a dictionary if necessary, and discuss the difference between the verbs in pairs.
- Elicit answers from the class.

Note!

- When referring to the name of the search engine, *Google* starts with a capital letter. When used as a verb, *google* is written in lower case.
- When *update* is a verb, the stress is on the second syllable /ʌp'deɪt/. When it's a noun, the stress is on the first syllable /'ʌpdeɪt/.

Exercise 9 page 35

- Students complete the article with the verbs.

Extra support

Divide the verbs into three groups and tell students which gaps they fit into, i.e.

1–5: *contact, browse, troll, follow, post*

6–10: *message, copy and paste, tweet, google, analyse*

11–14: *delete, blog, stream, update*

- Check answers as a class.

KEY

1 follow 2 post 3 troll 4 contact 5 browse
6 messages 7 tweets 8 analysed 9 google
10 copy and paste 11 blogs 12 update 13 streaming
14 deleting

Exercise 10 Mediation page 35

- Students read the article again and complete the task.

Continuous assessment tip: success criteria

Effective feedback is well timed

When to give feedback depends on the proficiency of the learner, the nature of the task and type of feedback. For vocabulary learning, especially with less proficient students, teachers may want to give immediate feedback.

Ask students to do exercise 11 in pairs. Circulate and write down any errors or good examples with the target vocabulary. Do some whole-class feedback, then ask students to repeat the speaking task in groups of four. See the notes on Continuous Assessment on page 9.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about going online.*

Further practice

Workbook page 32

Vocabulary booster page 116

Vocabulary photocopiable worksheet

Short test

3.2 Grammar

Lesson summary

Listening: A dialogue about a news story

Grammar: Modal verbs of deduction and speculation

Speaking: Discussing real and fake news using modal verbs of deduction and speculation

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 7 for homework and do exercise 8 in the next lesson.

WARM-UP Elicit and write on the board different types of news, e.g. *regional news, world news, politics, sport, science and technology, entertainment, business, travel, lifestyle.*

- Students discuss in small groups which news they are most and least interested in, e.g. *I'm really into sport, so I always follow the latest sports news. I don't really take an interest in news about politics, although I know I should!*
- Ask a few groups what they have in common, e.g. *We're all keen on keeping up with the world news.*

Exercise 1 page 36

- Working in pairs, students read the extract and discuss their answers to the questions.
- Ask the class who thinks it's a true story and elicit a few ideas why. Do the same with those who think it's fake.

Exercise 2 3.04 page 36

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

The first speaker thinks it's fake news. He says that the Japanese make lots of microwaves and they're really useful and everybody has one.

The second speaker is not sure. She gives reasons against microwaves (microwaves are dangerous, lots of people think we should stop using them) but then says you can't believe anything you read.

Transcript

See Teacher's Guide, page 186.

Exercise 3 3.04 page 36

- Play the audio again for students to complete the sentences.
- Check answers as a class.

KEY

1 can't be 2 must be 3 could be 4 might be, may be

Transcript

See Teacher's Guide, page 186.

Exercise 4 page 36

- Focus attention on the Grammar box and ask students to complete the table.
- Play the video.
- Check answers as a class.

KEY

1 must 2 could 3 might 4 may 5 can't
* Answers 2/3/4 can be in any order.

Note!

Make it clear that when using *could, might* and *may* as modal verbs of deduction, they are interchangeable.

- Students do the Grammar booster exercises on page 136.

Exercise 5 page 36

- Students read the pairs of sentences and do the task.
- Check answers as a class.

KEY

1 S 2 D 3 S 4 D 5 D 6 S 7 D 8 S

Extra support

- Focus attention on the first pair of sentences. Elicit the key words in A (*We're sure*) and B (*It must be*) and ask students to underline these. Ask: *Do these phrases have the same or a different meaning?* Elicit that they're the same.
- Do a second example as a class. Then tell students to take the same approach with the remaining pairs of sentences.
- Students compare answers in pairs, before the whole-class check.
- Remind students to look again at the phrases they have underlined to help when completing exercise 5.

Exercise 6 page 36

- Students rewrite sentence B in 2, 4, 5 and 7.
- Check answers as a class.

KEY

- 2 The reviews of that product could / may / might be written by the company.
- 4 The photo she posted must be real.
- 5 It could / may / might be a solution to the problem.
- 7 He can't be so popular that he has a million followers.

Exercise 7 page 36

- Students rewrite the sentences.
- Check answers as a class.

KEY

- 2 The story could / may / might be fake.
- 3 He can't be a police officer.
- 4 Andrea must be Uruguayan.
- 5 That photo can't be real.
- 6 The painting could / may / might be by Van Gogh.
- 7 The new ZY phone can't be so cheap.
- 8 Their answers could / may / might be correct.

Extra challenge

- Students write five sentences using modal verbs of deduction and speculation. Some sentences should use the modal verbs correctly and some incorrectly.
- Students swap notebooks and read their partner's sentences. They tick the correct sentences and correct mistakes, e.g.:
Maria speaks fluent Portuguese, so she may be from Brazil. ✓
That café can't be good because it's always busy. must be

Exercise 8 Think & share page 36**Note!**

The grammar of headlines is often non-standard. Words which are not necessary for comprehension, such as articles (*a / an, the*) and the verb *be*, are often omitted. Headlines often use the present simple, even if the article refers to a past event, to make the news seem more dramatic and immediate.

Extra activity

- Tell students the information about headlines from the Note! box.
- Ask them to rewrite the headlines given in exercise 8 into sentences with standard grammar.

KEY (SUGGESTED ANSWERS)

- 1 Some goats are in police custody after chasing a group of children.
- 2 A woman who was looking for her cat found a burglar under the bed.
- 3 The world's largest cucumber has been eaten by mistake.

- Focus attention on the headlines. Check the meaning of *in police custody* (being held by the police and not free to leave), *chasing* (running after) and *burglar* (a person who enters a building illegally in order to steal).
- Working in groups, students discuss if they think the stories are real and give reasons. Elicit some ideas from the class.

Exercise 9 Think & share page 36

- Students then individually write two real and two fake headlines in random order.
- Students take turns in their group to read out a headline. The group discusses if they think each story is true or fake and why before finding out the answer.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modals to speculate and make deductions.*

Further practice

Workbook page 33

Grammar booster page 136

Grammar photocopiable worksheet

Online practice

3.3 Reading**Lesson summary****Speaking:** Discussing fake information; talking about internet activity**Vocabulary:** Expressions about internet activity**Reading:** An article about fake news, product reviews and social media**Strategy:** Reading for gist**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up brief and set exercises 4 and 6 for homework.

WARM-UP Ask students to write five sentences about themselves, some true and some false.

- Working in pairs, students take turns to read out a sentence and their partner speculates on whether it's true or not, e.g. 'Last night, I cooked dinner for my family.' 'Well, I know you're keen on cooking, so I think that might be true.'
- Ask a few students how accurate their speculating was.

Exercise 1 Think & share page 37

- Elicit from the class what they can remember about fake news and social media accounts from the article on page 35.
- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 37

- Go through the Reading strategy together.

Extra activity

Put students into groups of three. Set a time limit, e.g. 20 seconds, and ask each to skim read a different section of the article. They then take turns, books closed, to summarise their part to the other two students.

- Students read the whole article quickly and answer the questions. Tell them to ignore the gaps at this stage.
- Check answers as a class.

KEY

1 Social media 2 Product reviews 3 Online news

Exercise 3 3.05 page 37 EXAM

- Students read the article again and choose the correct answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 C 3 B 4 A

Exercise 4 Vocabulary page 37

Note!

Students may wonder why *five-star* doesn't have *-s* at the end. Explain that it is an adjective, not a noun. Similar examples are: *a three-bedroom house*, *a two-year-old boy*, *a seven-floor building*.

- Students complete the questions with the bold words and phrases in the article.
- Check answers as a class. Ensure that students have removed the *-s* from *ratings* in answer 1.

KEY

1 five-star rating 2 influencers 3 review checker
4 build up 5 fact-checking website

Extra challenge

- Ask students to write three more questions using the bold words and phrases from the article.
- Students then ask their partner these extra questions when doing exercise 5.

Exercise 5 page 37

- Working in pairs, students discuss the questions.
- Ask a few students to what extent they agreed with their partner's answers and opinions.

Exercise 6 Mediation page 37

- Students read the task and write a short message for their friend.
- Circulate and monitor, helping with vocabulary and language where necessary.
- Students could exchange messages and compare the advice they gave.
- Ask a few students if they gave similar advice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use skimming to understand an article about fake information.*

Further practice

Workbook page 34

Online practice

3.4 Global skills

Lesson summary

Speaking: Talking about the internet; using numbers to describe internet activity

Listening: A radio programme about internet usage

Vocabulary: Talking about numbers

Strategy: Talking about numbers

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and do exercises 7–9 in the next lesson.

WARM-UP Ask: *In the last 24 hours, how long have you spent on the internet? What have you spent that time online doing?*

- Students discuss the questions in pairs.
- Ask a few pairs to share with the class how similar their internet activity has been over the last day.

Exercise 1 page 38

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

- 1 **The internet** is the large international system of connected computers which allows people to communicate and share information with one another. **The World Wide Web** is the system of connected documents on the internet, which can be searched for information about a particular subject.
- 2 Students' own answers

Culture note

The internet was developed in the USA. It was first connected in 1969. The World Wide Web, or Web as it is commonly known, was created at CERN in Switzerland in 1989 by British physicist Tim Berners-Lee.

Exercise 2 page 38

- Focus on the bar graph and ask students to discuss the questions in pairs. Remind them to use modal verbs of deduction and speculation from Lesson 3.2.
- Elicit ideas, but don't confirm any answers at this stage.

Exercise 3 3.06 page 38

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

Most connected: Iceland, Luxembourg, Bermuda

Least connected: Somalia, Eritrea

Transcript

See Teacher's Guide, page 186.

Exercise 4 3.06 page 38

- Play the audio again for students to correct the graph in exercise 2.
- Check answers as a class.

KEY

USA: 75% Somalia: 2% Luxembourg: 100%

Iceland: 100% Bermuda: 100% India: 35%

China: 55% Eritrea: 1%

Transcript

See Teacher's Guide, page 186.

Exercise 5 3.07 page 38

- Go through the strategy together.
- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 almost 2 just over 3 just under 4 approximately
5 around 6 about 7 Roughly 8 a little more than

Transcript

See Student's Book, page 38, and Key above.

Extra challenge

Students cover exercise 5. As they listen to the audio, they write all the numbers they hear in their notebook. They should also write any approximation expressions, e.g. *almost 300, just over 1 million*. After listening, they look at and complete the text before checking answers as a class.

Exercise 6 Vocabulary 3.08 page 38

- Students complete the table.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 almost 2 approximately 3 around 4 about
5 roughly 6 just under 7 just over 8 a little more than

* Answers 1/2/3/4/5 can be in any order.

Transcript

See Key above.

- Drill the expressions in the table to ensure accurate pronunciation.

Extra support

Play the first part of the radio programme again. Ask students to tick the word or phrases in the table that they hear (*approximately, about, just under, almost, just over*).

Extra activity

- Students choose four of the words or phrases and write true sentences about themselves, e.g. *I usually spend approximately two hours a day watching YouTube videos.*
- Working in pairs, students take turns to read a sentence and their partner says if it's the same for them, e.g. *'Last night, I slept for just under seven hours.'* *'Really? I slept for roughly nine hours!'*

Exercise 7 page 38

- Focus attention on the diagram. Elicit the answer to the question.

KEY

It's showing the activity that happens during one minute on the internet.

Exercise 8 page 38

- Students do the task in pairs.
- Elicit possible answers from the class.

Exercise 9 Think & share page 38

- Put students into A / B pairs. Student As look at the information on page 148 and complete the chart. Student Bs do the same with the information on page 149.
- Working in A / B pairs, students take turns to ask for and give information, e.g. *'How many people make Google searches in a minute?'* *'Just under four million.'* Students complete the chart with the information from their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use numbers and figures to talk about data.*

Continuous assessment tip: learning intentions

Evaluating success criteria in reviews

Scaffolded review tasks can exploit core learning.

At the end of the lesson, ask students to close their books and brainstorm in pairs the vocabulary they have learned from the lesson. They can then refer back to page 38 to see if they missed any items.

See the notes on Continuous Assessment on page 9.

Further practice

Workbook page 35

3.5 Vocabulary

Lesson summary

Speaking: Discussing online learning; describing websites, apps and devices

Reading: An article about flexible learning

Vocabulary: Flexible learning

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 7.

WARM-UP Write on the board: *Why might someone choose to study online rather than in a face-to-face classroom?*

- Students brainstorm ideas in pairs, e.g. *So they can choose their study hours and fit them around other responsibilities.*
- Elicit ideas from the class.

Exercise 1 Think & share page 39

- Focus attention on the photos.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 39

- Read through the task as a class. Check the pronunciation and meaning of *app* /æp/ (a piece of software which can be downloaded, for example to look up information or play a game) and *device* /dɪ'vaɪs/ (a piece of computer equipment, especially a small one such as a smartphone).
- Students read the article and answer the question.
- Check answers as a class.

KEY

Danielle Haigh-Wood: The Open University apps and computer programs

Mahid Abdulkarim: a computer, apps, Harvard online computer science course

Visnja Drinjevski: a laptop, free interactive courses online, YouTube

Transcript

See Student's Book, page 39.

Exercise 3 Think & share page 39

- Students discuss the question in pairs.
- Ask students to raise their hand if they found Danielle's achievement the most impressive. Elicit reasons why, then do the same with Mahid and Visnja.

Exercise 4 Vocabulary 3.09 page 39

- Students check the meaning of the adjectives, using a dictionary if necessary, then complete the task.

Extra support

Tell students which adjectives they do **not** need to use, i.e. *advanced, portable, smart, handy, interactive.*

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

- 1 remote 2 suitable 3 convenient 4 wireless
5 reliable 6 time-saving 7 virtual 8 Wearable
9 efficient 10 powerful

Transcript

See Student's Book, page 39, and Key above.

Exercise 5 Vocabulary page 39

- Working in pairs, students complete the task.
- Ask a few pairs to share a definition with the class.

KEY (SUGGESTED ANSWERS)

advanced = modern and well developed

portable = easy to carry or move

smart = uses computers to make it work

handy = easy to use or do

interactive = something that involves the person using or communicating with it

Exercise 6 page 39

- Students complete the task.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

2 Skype / FaceTime: interactive, efficient, convenient

3 Google / Wikipedia: convenient

4 VR headsets: advanced, portable, wearable, virtual

5 smartwatch / FitBit: portable, wearable, convenient, smart, interactive

Extra activity

- Write some or all of the following on the board:

Find out if your partner ...

has taken a virtual tour.

used a time-saving device yesterday.

has visited a remote place.

owns a wearable device.

can recommend a reliable online dictionary.

has used an interactive app this week.

has some wireless headphones.

thinks online shopping is convenient.

- Working in pairs, students take turns to make questions for their partner to answer. Encourage students to give extra details, e.g. *'Have you ever taken a virtual tour?' 'Yes, I have. I'm really into art, so a few weeks ago I took a virtual tour of the Van Gogh Museum. It was fascinating!'*
- As an alternative, stronger students could create their own questions using the adjectives from the article in exercise 2.

Exercise 7 Think & share page 39 **EXAM**

- Working in pairs, students choose a task and discuss useful websites, apps and devices.
- Elicit ideas for each of the tasks students talked about.

Extra activity

As an alternative to using the examples in exercise 7, elicit some real tasks that students have done recently or are currently doing in different school subjects. Write these on the board. Students then choose a few examples from the board to discuss.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about flexible learning and describe technology.*

Further practice

Workbook page 36

Vocabulary booster page 117

Vocabulary photocopiable worksheet

Short test

3.6 Grammar

Lesson summary

Listening: A conversation about mobile phones

Grammar: Comparative and superlative adjectives and adverbs

Vocabulary: Modifying adverbs

Writing: An advert for an unusual or invented device

Speaking: Describing a device using comparatives and superlatives

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 7 for homework and do exercise 8 in the next lesson.

WARM-UP Write on the board: *brand, price, size, weight, speed, functions, importance to you, how long owned*

- Ask students in small groups to compare the first mobile they owned with the one they have now. They can use the points on the board to help.
- Ask a few students to share some information.

Continuous assessment tip: diagnostics

Gauging existing competence

Giving students a task which encourages the use of the target language before a formal presentation allows the teacher to get valuable insight into existing levels of competence.

As students do the warm-up, circulate and see how naturally and successfully students are using comparative forms. Note any common errors and make a point of focusing on these areas in particular at the grammar presentation stage.

See the notes on Continuous Assessment on page 9.

Exercise 1 3.12 page 40

Culture note

On 3 April 1973, Martin Cooper, an engineer at Motorola, made the world's first mobile phone call. He called a rival telecommunications company and told them that he was speaking via a mobile phone. It wasn't until 1983, however, that the first mobile – the Motorola DynaTAC 8000X – was launched. The price was just under \$4,000.

- Focus attention on the table.

- Play the audio for students to complete the information about modern mobile phones.
- Check answers as a class.

KEY

1 15 2 225 3 two or three 4 five to seven

Transcript

See Teacher's Guide, page 186.

Extra activity

Before listening, students speculate about the answers in pairs, e.g. *I think the charge time may be around six hours.* They then listen to check. Find out whose predictions were the closest to the true information.

Exercise 2 page 40

- Students complete the matching task.
- Check answers as a class.

KEY

1 C 2 E 3 B 4 D 5 A

Exercise 3 page 40

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 -er 2 -ier 3 more 4 better 5 -est 6 -iest
7 the most 8 the worst 9 the same

Note!

If a one-syllable adjective ends in a single vowel followed by a single consonant, the consonant is doubled, e.g. *hot — hotter / hottest, big — bigger / biggest.*

If an adjective ends in -e, we just add -r / -st, e.g. *wide — wider / widest, large — larger / largest.*

Extra activity

Working in pairs, students think of examples of adjectives for each category. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

One syllable: tall, hot, brave, cheap, smart, small, proud, high, clean, rich

Two syllables ending in -y: pretty, healthy, handy, ugly, lazy, happy, busy

Three syllables or more: expensive, dangerous, competitive, powerful, reliable, convenient, comfortable, popular, beautiful, amazing

Irregular: far

- Students do the Grammar booster exercises on page 137.

Exercise 4 page 40

- Students complete the sentences.
- Check answers as a class.

KEY

1 more reliable than 2 the farthest / furthest
3 more frequently than 4 faster than
5 the most expensive 6 worse 7 long as 8 quick as

Extra challenge

Students rewrite sentences 1, 3, 4, 6, 7, 8 from exercise 4, using different comparative forms, but keeping the information the same.

KEY (SUGGESTED ANSWERS)

- 1 The other smartwatches aren't as reliable as this one.
- 3 Bako's new laptop crashes less frequently than his new one.
- 4 The old website didn't stream films as fast as this one.
- 6 In this week's match, Amy played a lot better.
- 7 The battery on my brother's tablet lasts longer than the one on mine.
- 8 My computer at home is quicker than the school computers.

Exercise 5 page 40

- Students check the meaning of the expressions, using a dictionary if necessary, then complete the table.
- Check answers as a class.

KEY

weaker: a bit, a little, barely, hardly, slightly
stronger: a great deal, a lot, considerably, far, much

- Drill the expressions for accurate pronunciation.

Exercise 6 page 40

- Students complete the task.
- Check answers as a class.

KEY

- 2 We live a great deal further / farther from the town centre than you do.
- 3 The new XS5 has got a screen that's a little clearer than my last phone.
- 4 The film is far more entertaining than the book.
- 5 My brother isn't much taller than me.
- 6 The concert tickets sold a little quicker / a little more quickly than we expected.
- 7 This torch is a lot brighter than the others.
- 8 The computer is working a bit better than it was.

Exercise 7 3.13 page 40

- Students complete the advert.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

- 1 considerably more difficult than
- 2 the brightest
- 3 the darkest
- 4 a great deal more securely than
- 5 much more professionally than
- 6 as cheap

Transcript

See Student's Book, page 40, and Key above.

Exercise 8 Think & share page 40

- Circulate and monitor as pairs write their advert, helping out with language and ideas where necessary.
- Pairs take turns to present their advert. With large classes, put three or four pairs together to do the activity.
- Ask the class whether anyone would buy any of the devices and elicit reasons why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use comparatives and superlatives to compare objects and actions.*

Further practice

Workbook page 37

Grammar booster page 137

Grammar photocopiable worksheet

Online practice

3.7 Listening

Lesson summary

Speaking: Discussing people's views on artificial intelligence; talking about robots' rights and rules

Vocabulary: Compound nouns

Listening: A podcast about artificial intelligence

Strategy: Listening for specific information

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 8.

WARM-UP Write on the board:

healthcare, manufacturing, space exploration, transport, police and the military, hospitality, farming

- Working in pairs, students discuss how robots are involved in these areas and what the benefits are, e.g. *Robots are sometimes used in surgery. They can help doctors do difficult procedures with more control and precision.*
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 41

- Check the pronunciation and meaning of *artificial intelligence* /ɑːtɪfɪʃl ɪn'telɪdʒəns/ (the study and development of computer systems that can copy intelligent human behaviour, such as understanding language, solving problems and learning). Point out that it is commonly abbreviated to *AI* /eɪ 'aɪ/.
- Go through the task together and check students know who the three famous people are.

Culture note

Stephen Hawking was a British scientist and professor who did ground-breaking work in physics and cosmology. He also wrote several popular science books including *A Brief History of Time*, which has sold over ten million copies.

Bill Gates is a hugely rich and successful American businessman, software developer and investor. He is most famous as the co-founder of *Microsoft*. He is also well known and respected for his charitable work and donations.

Elon Musk is a South African-born American entrepreneur and businessman. He is currently the CEO of *Tesla Motors*, which makes electric vehicles, *Solar City*, which produces solar panels, and aerospace company *SpaceX*.

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

Stephen Hawking thinks if it's fully developed, AI could replace humans.

Bill Gates is worried about it.

Elon Musk thinks we need to be careful about AI.

Exercise 2 Vocabulary 3.14 page 41

Study skills

A mind map is a useful, visual way for learners to approach and record new vocabulary. They can help students develop their lexical proficiency by not only learning the meaning of words, but also by making connections between words and contexts. Students can easily create themed mind maps and add new words as they are encountered.

- Elicit or give students the meaning of *compound noun* (a noun which is made up of two or more different words).
- Students complete the mind maps.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

Human: behaviour, being, brain, emotions, features

Computer: hardware, network, program, science, terminal

Transcript

See Key above.

Extra challenge

- Students add other nouns to the mind map, e.g. **human:** *nature, body, rights, race, life*; **computer:** *software, graphics, screen, system, analyst*.
- Alternatively, write these examples on the board in a random order for students to put into the correct category.

Exercise 3 page 41

- Working in pairs, students write a definition.
- Elicit a few ideas from the class, but don't confirm anything at this stage.

Exercise 4 3.15 page 41

- Play the audio for students to complete the task.
- Elicit the definition given on the audio.

KEY

It's a robot with human features that displays human behaviour and expresses human emotions.

Transcript

See Teacher's Guide, page 186.

Exercise 5 3.15 page 41 EXAM

- Go through the Listening strategy together.
- Students read the podcast description and decide what information may be missing. Encourage them to think about the likely part of speech, e.g. noun, verb, adjective.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 noun – another organisation like the media

2 noun – somewhere we can find a definition

3 verb – third person singular, present simple

4 noun – second part of compound noun

5 noun – a person who creates robots

6 verb – third person plural, present simple

- Before listening again, point out that the wording on the audio is not always the same as in the text and that the information may be presented in a different order.
- Play the audio again for students to complete the description.
- Check answers as a class.

KEY

1 entertainment 2 dictionary 3 acts / looks 4 stars

5 scientists 6 behave

Transcript

See Teacher's Guide, page 186.

Exercise 6 3.16 page 41

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

No, because scientists don't understand how the human brain works, so they can't construct an artificial brain for robots.

Transcript

See Teacher's Guide, page 186.

Exercise 7 3.16 page 41

- Students underline the key information in the questions.
- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 A human being

2 That they can think and act independently

3 Politics and science

4 Jobs that involve repeating the same movements again and again

5 Computer software

6 Take control of the planet

Transcript

See Teacher's Guide, page 186.

Extra activity

- Write the following questions on the board for students to discuss in pairs:
Have you ever watched videos of androids on the internet?
Why do you think people create fake news about science?
What repetitive jobs are or could be done by robots?
What can robots do more accurately than humans?
Do you believe androids will ever take control of the planet?
- Ask a few students to share their ideas with the class.

Exercise 8 Mediation page 41

- Students get into pairs; one is the friend and asks questions and the other answers using the information in the podcast.

- They prepare the conversation together and then have it.
- If there is time ask one or two pairs to do their conversation in front of the class.

🗣️ Exercise 9 Think & share page 41 **EXAM**

- Go through the first question together and elicit the answer.

KEY

1 The first

Students' own answers

- Students discuss the remaining questions in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Tell students to imagine that they are robots. Working in pairs, ask them to write three rights they would like to have (e.g. *All androids have the right to only work a four-day week.*) and three rules for humans, (e.g. *A human must never call an android 'stupid'*).
- Ask a few pairs to share some of their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for specific information in a podcast about robots.*

Further practice

Workbook page 38

Online practice

3.8 Speaking

Lesson summary

Speaking: Talking about screen time; describing a photo

Writing: Listing advantages and disadvantages

Listening: A student describing a photo

Vocabulary: Useful language for describing what you can see in photos and making guesses about the photo

Strategy: Planning what you want to say

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, and do exercises 2 and 6 as a whole class.

WARM-UP Divide the class into two groups, A and B.

- Tell group A: *You are parents. You are worried about your teenager because you think he/she spends too much time using his/her phone. Think of reasons why this is bad.* Tell group B: *You are teenagers. You know your parents think you spend too much time using your phone. Think of reasons to convince them you are using it in a good way.*
- Give students one minute to work with a partner from the same group to come up with some ideas.
- Put students into A / B pairs. Tell them to role-play the scenario.
- Ask a few pairs: *How did you feel during the role-play? Who do you think had more convincing reasons?*

Exercise 1 Think & share page 42

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

🗣️ Exercise 2 page 42 **EXAM**

- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Extra support

- Do question 3 in exercise 2 as a whole-class activity.
- Divide the class in half and ask for a volunteer from each side to come to the board. Ask one half to call out positive points for their volunteer to write on the board. The other half does the same with negative points.
- Go over all the ideas together and clarify anything unclear.

Exercise 3 🎧 3.17 page 42

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

Photo A

Transcript

See Teacher's Guide, page 187.

Exercise 4 🎧 3.17 page 42

- Play the audio again for students to make notes about each point.
- Check answers as a class.

KEY

the place: public transport, underground train in a tunnel, big city

why the people are there: rush hour, go to or returning from work

people's clothes: light clothes (spring or summer)

the time of day: rush hour (lots of people)

what people are doing: looking at their mobile phone screens, commuting

Transcript

See Teacher's Guide, page 187.

Exercise 5 page 42

- Students complete the expressions in the Phrasebook.
- Check answers as a class.

KEY

- 1 shows 2 foreground 3 must 4 probably
5 Perhaps 6 if
* Answers 4/5 can be in either order.

Transcript

See Teacher's Guide, page 187.

Extra support

- Show students a photo or draw a quick picture on the board with a frame around it so it looks like a photo.
- Point to various parts of the photo to elicit phrases from the Phrasebook, e.g. *in the background / foreground / centre, on the left*, etc. Point out the use of the prepositions. You could add some expressions, e.g. *in the left-hand corner*, etc.

Exercise 6 Think & share page 42

- Working in pairs, students answer the question.
- Check the answer as a class.

KEY

You usually use the present simple and the present continuous.

Note!

When describing what you can see in a photo, you use the present simple (e.g. *This photo shows a group of people*) or for actions the present continuous (e.g. *Some of the passengers are carrying bags*). When making guesses about what you can see in a photo, modal verbs of deduction and speculation are used (e.g. *It must be spring or perhaps summer, because nearly everybody is wearing light clothes*). Students saw these modal verbs in Lesson 3.2.

- Tell students the information from the note.

Exercise 7 page 42

- Go through the Speaking strategy together.
- Students do the task individually.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

Reasons for using technology, the effects of technology on relationships, the locations, the people's ages and relationships

Exercise 8 page 42

- Students choose one of the photos and think how they are going to describe it and the topic related to it.

Exercise 9 page 42 **EXAM**

- Working in pairs, students describe a photo to each other. Tell the listeners to make notes, paying particular attention to the tenses their partner uses and if they use any expressions from the Phrasebook.
- Circulate and monitor, making a note of any errors with tenses and modal verbs you hear. When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra support

- Put students in pairs to choose their photo and decide how they are going to describe it and the topic related to it.
- Now put students in new pairs for them to complete the task.

Exercise 10 Reflect page 42

- In their pairs, students give each other feedback.
- Do some quick feedback with the class.

Continuous assessment tip: learning intentions**Encouraging students to take risks**

It's important for students to take risks and not to be afraid to make mistakes. Make it clear when it is task achievement rather than accuracy that is required from them.

Tell students before they do exercises 9 and 10 that your focus will be on content and successful communication rather than accuracy. Mistakes can still be noted down for correction in a future lesson.

See the notes on Continuous Assessment on page 9.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a plan to describe a photo.*

Further practice

Workbook page 39

Communicative activity photocopiable worksheet

Online practice

3.9 Writing

Lesson summary

Speaking: Discussing the content of product reviews

Reading: A product review

Vocabulary: Useful language to express similarities and differences

Strategy: Expressing similarities and differences

Writing: A customer review of a product

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 9 and 10 for homework.

WARM-UP Write on the board:

*Do you ever read online reviews before buying a product?
Have you ever written a product review?
What are the advantages and disadvantages of product reviews?*

- Students discuss the questions in pairs.
- Ask a few students to share their ideas and experiences with the class.

Exercise 1 page 43

- Students discuss the question in pairs. Encourage them to give reasons for their choices.
- Ask a few pairs to share their ideas with the class.

Exercise 2 page 43

- Students read the review and answer the question.
- Check the answer as a class.

KEY

It mentions all of the topics **except** 'a special occasion when you used the product'.

- Ask the class how similar the content was to what they discussed in exercise 1.

Exercise 3 Think & share page 43

- Working in pairs, students share their opinion.
- Elicit some reasons from a few students who trust the review and a few who don't.

Exercise 4 page 43

- Students complete the summary.
- Check answers as a class.

KEY

1 introduction 2 suitable 3 as good as
4 second paragraph 5 positive features
6 negative points 7 conclusion 8 on balance

Extra support

Students read the review again and underline or make a note of the comparative and superlative forms that are used.

KEY

Comparatives: just as stylish as, better-known, just as good as, considerably bigger, slightly shorter, more expensive
Superlatives: the most expensive

Exercise 5 page 43

- Go through the Writing strategy together.
- Students look at the highlighted words and expressions and complete the table.
- Check answers as a class.

KEY

1 comparable with 2 similar to 3 identical to
4 unlike 5 different from 6 in contrast to
* Answers 1/2/3 and 4/5/6 can be in any order.

Exercise 6 page 43

Note!

- Point out the different word stress in *comparative* /kəm'pærətɪv/ and *comparable* /'kɒmpərəbl/.
- Tell students that *identical* /aɪ'dentɪkl/ means *exactly the same* and cannot be modified with *very*.

- Students complete the sentences.
- Check answers as a class.

KEY

1 similar 2 comparable 3 Unlike / In contrast to
4 different 5 identical 6 contrast

Extra activity

- Students use the six expressions in exercise 5 to write about similarities and differences between themselves and their classmates, e.g. *Leyla's smartphone is almost identical to mine. Unlike Diego, I'm shy and not very talkative.*
- Working in pairs, students take turns to read their sentences to their partner.
- As a variation, instead of saying the name, students tap on the desk and their partner guesses who the sentence is about.

Exercise 7 page 43

- Go through the task together.
- Give students time to choose a product or service to focus on and make some notes.

Exercise 8 page 43

Extra support

- Write down the left side of the board:

Introduction:

Paragraph 2:

Paragraph 3:

Conclusion:

- Ask students to look back at exercise 4. Elicit what information needs to be included in each paragraph and write it up on the board.

KEY

Introduction: product name, price, who the product is for, comparison with similar products

Paragraph 2: positive features

Paragraph 3: negative points

Conclusion: personal opinion

- Students refer to this when planning and writing their review.

- Circulate and monitor as students plan their review, helping with organisation and language.

Exercise 9 page 43 EXAM

- Students complete the writing task.

Exercise 10 Check your work page 43

- Students go through the checklist before submitting their work.

Extra activity

- Write on the board:

Would you buy the product based on this review? Why? / Why not?

What star rating out of 5 do you think the reviewer would give the product? Why?

- Students swap reviews in pairs and read their partner's work. They then discuss the questions together.

Continuous assessment tip: success criteria

Feedback is specific and clear

Feedback is often ineffective when it isn't specific.

When marking the product reviews, include a positive general point followed by a particular area the student can focus on to improve, e.g. *You've written a well-organised, informative review. Can you use a wider range of comparative forms? Review the grammar in Lesson 3.6.*

See the notes on Continuous Assessment on page 9.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about similarities and differences in a product review.*

Further practice

Workbook page 40

Online practice

3.10 Review

Grammar

Exercise 1 page 44

KEY

1 could / might / may 2 can't 3 must 4 can't
5 could / might / may 6 must

Exercise 2 page 44

KEY

1 cheaper than 2 more quickly 3 better known
4 more expensive 5 well as 6 the most popular
7 more frequently than 8 the highest
9 the farthest / furthest 10 the earliest
11 harder than 12 better

Vocabulary

Exercise 3 page 44

KEY

1 E 2 B 3 F 4 C 5 D 6 A

Exercise 4 page 44

KEY

- 2 My computer is efficient.
- 3 This laptop is portable.
- 4 I can use my phone to pay for things – it's really convenient when I forget my bank card.
- 5 My old mobile phone is reliable.
- 6 The TV show was interactive, so you made decisions and it changed the plot.
- 7 This video game is suitable for children.
- 8 With this app, I can turn the lights at home on and off, even if I am in a remote location.

Cumulative review

Exercise 5 page 44

KEY

1 the nicest 2 could 3 troll 4 worse than
5 suitable 6 must 7 better than 8 faster than
9 the highest 10 can't 11 analyse 12 deal

Exercise 6 Think & share page 44 EXAM

KEY

Students' own answers

Note!

Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Continuous assessment tip: success criteria

Include qualitative success criteria in unit reviews

Effective reviews should go beyond simple completion of practice items and should provide students with opportunities to reflect on their successes with their peers.

After doing the Unit 3 Review, ask students to talk in pairs for two minutes on the topic of technology and the internet. They then discuss how much each of them used the language and skills from the unit and what they need to do to improve.

See the notes on Continuous Assessment on page 9.

Further practice

Workbook page 41

Progress test

3.11 Exam skills

Lesson summary

Exam strategies: Reading: answering comprehension questions before checking with multiple-choice options; Speaking: using paraphrase to describe objects or ideas in pictures when specific vocabulary is unknown

Reading: An article about a famous criminal

Speaking: Discussing different ways to learn a new language

WARM-UP Check the meaning of *pretend* (behave in a particular way to make other people believe something that is not true).

- Write the following questions on the board:
Have you ever pretended to ... be ill? be older or younger than you are? like a gift you received? be asleep? be interested in something? be annoyed? understand something you didn't? be someone else?
- Working in pairs, students discuss the questions.
- Ask a few students to share some details with the class.

Reading

🔗 Exercise 1 page 45

- Go through the Reading exam strategy together.
- Students read the questions, ignoring the options, and decide how they would answer them.
- Elicit a few suggestions for each question, but do not confirm anything at this stage.

🎧 Exercise 2 page 45

Note!

FBI is an abbreviation for the *Federal Bureau of Investigation*. It is the police department in the USA which is controlled by the national government and is responsible for dealing with crimes which affect more than one state.

- Students read the article and complete the multiple-choice task.
- Check answers as a class.

KEY

1 B 2 D 3 B 4 A 5 C

- Ask students to count how many of their original answers were the same as or similar to the correct answer options, then get some feedback from the class.

Exam tip

Students should be aware that the incorrect options in multiple-choice tasks are often distractors. They may seem correct, particularly when exam-takers are under time pressure and reading quickly, but one detail in the answer makes it incorrect. Students should also watch out for answers which include a direct quote from the text, but are unrelated to the question.

Extra activity

- Tell students the information from the **Exam tip** box.
- Working in pairs, students look at the incorrect options in the multiple-choice task and find examples of distractors, e.g. *1A is incorrect because it was Steven Spielberg, not Frank Abagnale, who made the film.*
- Elicit examples from the class.

Extra activity

- Write the following questions on the board for students to discuss in pairs:
Why do you think Frank Abagnale started committing crimes?
Do you think five years in prison was an appropriate punishment?
Have you seen Catch Me If You Can? If so, what did you think of the film? If not, would you like to see it?
- Ask a few students to share their ideas and opinions with the class.

Speaking

Exercise 3 page 45

- Go through the Speaking exam strategy together.
- Students complete the matching task.
- Check answers as a class.

KEY

- 1 Picture E – girl with teacher (1:1 learning)
- 2 Picture C – girl with phone (using an app)

🗣️ Exercise 4 page 45

- Students complete the task in pairs.
- Ask a few students which way of learning they consider to be the most useful and elicit reasons for their choice.
- Ask the class whether anyone lacked specific vocabulary for an object or idea while doing the task. If so, provide them with the correct word or phrase and ask them how they explained what they meant by using other words.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict the answers to comprehension questions about a text before selecting the correct multiple-choice options. I can use paraphrase to describe objects or ideas in pictures when I don't know the specific vocabulary.*

Further practice

Culture lesson 3: The BBC
Workbook page 42

3 Vision 360° Learning Situations

In real life (IRL)

Lesson summary

- **circle:** A woman talking about giving up social media
- **hexagon:** A podcast about CGI human influencers
- **square:** A magazine interview with an influencer
- ★ **star:** A text conversation about internet trolling
- ◆ **diamond:** An infographic about mobile phone use
- ▲ **triangle:** A social media post

Speaking: Talking about social media

Listening: A woman talking about giving up social media; a podcast about CGI human influencers

Reading: A magazine interview with an influencer; a text conversation about internet trolling; an infographic about mobile phone use; a social media post

Create task: Creating an infographic about the use of mobile phones

This Vision 360 lesson proposes an educational learning situation where students are invited to reflect on how much they use their mobile phones and social media, and what aspects of social media might not be real. Students will have

to respond with advice on negative experiences on social media, apply critical thinking skills to answer questions around how reliable digital influencers are, and collaborate in an educational project to create an infographic on mobile phone usage for a school newsletter.

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–4 of the Create task are done in class, then set Step 5 for homework and do Step 6 in the next lesson.

WARM-UP Write on the board:

Who has more social media accounts?

Who spends longer on social media?

Who posts more photos on social media?

Who follows more influencers or celebrities online?

- Explain that students need to find out whether the answer to each question is them or their partner. Elicit the questions students need to ask, e.g. *How many social media accounts do you have?*
- Students complete the task in pairs. Encourage them to give extra details about each point.
- Ask a few pairs to share some information with the class.

Exercise 1 Think & share page 46

Culture note

Zoe Sugg, also known online as Zoella, is an English lifestyle vlogger, businesswoman and author. She started posting videos to her YouTube channel in 2009 and at her peak had over 11 million active subscribers. She has since launched two highly successful businesses, selling beauty and homeware products, and authored five books.

- Students read and discuss the questions in pairs.
- Elicit ideas from the class.

EXPLORE

Exercise 2 page 46

- Go through the task together and check that students can remember the meaning of all the adjectives. If necessary, they can refer back to Lesson 1.5 to review the feelings adjectives and Lesson 3.5 to review the technology words.
- Enter into the 360° image. Move around the image to explore the camping site, but do not click on the hotspot symbols yet.
- Stop on each person or group and ask students to describe their feelings and the technology they're using in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

The woman helping to put up the tent is / looks annoyed and confused.

The man sitting in the camping chair (Ryan) is using a mobile phone which is portable, handy, wireless and efficient.

The man with his hand on his head might be embarrassed or annoyed. His headphones are wearable, but they aren't wireless.

The girl taking a selfie (Lily B) looks delighted. Her phone selfie stick is suitable for taking remote photos, and it is handy and portable.

The dog walker is / looks annoyed or confused. Her earphones are handy and wearable, but they aren't wireless.

Exercise 3 page 46

- Explore each of the three hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, ask students to make some brief notes to remind them what each person says.
- Once all three hotspots have been explored, students discuss the questions in pairs, using their notes to help.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

- 1 The dog walker, Lily and Ryan's experiences are similar because they have all had negative experiences with social media. Ryan and Lily have both received negative comments from other people online. The dog walker and Ryan both care about what other people online think about them.
- 2 They suggest ignoring and blocking people who are being horrible.
- 3 Students' own answers

Exercise 4 page 46

- Ask students to close their notebooks or cover the notes they made in exercise 3.
- Click on the star hotspot for students to read the text messages again and try to remember as much information as possible.
- Close the hotspot and ask students to correct the sentences in pairs.
- Explore the hotspot again for pairs to check their answers.
- Check answers as a class.

KEY

- 1 Someone called Ryan's blog boring.
- 2 Ryan thinks that the message is from a person he knows / a friend.
- 3 Rachel thinks that a bot / troll posted it.
- 4 Rachel thinks Ryan should report the messages and ask the website to delete their posts on his profile.
- 5 Rachel suggests Ryan should ignore the messages.

Exercise 5 page 46

- Elicit or explain what CGI stands for (computer-generated imagery). Ask the class whether anyone has heard of any CGI-human influencers (e.g. Lil Miquela, Shudu, Bermuda, Blawko, Imma) and if so, elicit details about them.
- Click on the hexagon hotspot for students to read and listen to the podcast.
- Students discuss their answers to the questions in pairs.
- Elicit ideas from the class.

Transcript

Presenter Welcome to episode 52 of CGI Human.

There have never been as many social media celebrities as there are today. Many of them seem like inspirational and powerful people and have millions of followers on platforms

like Instagram. They are often fashion leaders, into music or smart young people who care about social justice and encourage others to support good causes around the world. But there's a serious problem – these social media stars might not actually exist!

There is a rapidly growing number of CGI-humans or digital influencers. How reliable are these virtual people? Should we be worried about this trend of people trusting the opinion of someone who isn't real? Or are the virtual lives of virtual humans just as real as our own fake lives that we all try so hard to present on social media?

Exercise 6 page 47

- Elicit or explain the meaning of *infographic* (information or data that is shown in a chart, diagram, etc. so that it is easy to understand).
- Click on the diamond hotspot for students to complete the matching task.
- Check answers as a class.

KEY

1 B 2 E 3 F 4 C 5 D 6 A

Extra activity

- Write on the board:
How do you think the data in the infographic was collected?
Were you surprised by any of the facts given?
How similar do you think the facts would be if the information were about your classmates?
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 7 Think & share page 47

- Students discuss the questions in pairs.
- Ask a few pairs to share some opinions and information.

CREATE ... an infographic about mobile phones

To complete the Create task, students will need access to the internet to do the Research it! task and paper and coloured pens or pencils to produce their infographic. Alternatively, they could use an online infographic template.

STEP 1 Research it! page 47

- Students conduct some research and complete the task.
- Ask a few students to provide some details about one of the infographics they looked at online.

STEP 2 page 47

- Students look at the statements in the infographic and write a survey question related to each one.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

- 2 How often do you use your devices while with friends or watching television?
- 3 Do you check your phone during the night?
- 4 How long do you spend on your phone every day?
- 5 How often do you check your phone during your waking hours?
- 6 Is your phone always on? / How often do you turn your phone off?

Extra support

Do Step 2 as a whole-class activity. Elicit possible questions and options from the class and write them on the board for students to copy.

STEP 3 page 47

- Students conduct the survey and note their classmates' responses.

STEP 4 page 47

- Give students time to collate the data they have gathered and think about presentation. Circulate and monitor, providing guidance and helping with queries as necessary.

STEP 5 Share it! page 47

- Students create their infographic. They could either do this by hand on paper or work on a computer and use an online infographic template.
- Students compare the results of their survey and share their findings in pairs.
- Ask a few students to share some details with the class.
- If you did the first 'Extra activity' in exercise 6, ask a few students to what extent their predictions about the third question were correct.

Extra support

Before students complete this step, you may like to refer them back to Lessons 3.6 and 3.9 to review comparatives and phrases to talk about similarities and differences.

Extra activity

Display the completed infographics around the class and ask students to walk around and look at each other's work. Ask a few students which infographic they liked the most and why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about life on social media and create an infographic.*
- Use the evaluation rubrics (available in Oxford Premium) to assess how students have used their analytical and creative skills to produce their infographics.