

5.1 Listening Part 2 Student Book page 48

Additional Resources on Oxford English Hub

Online Practice

Audioscripts for Student Book

Lesson Aims

Listen for signposting language to help understand the structure of a talk or lecture

Practise Listening Part 2: note completion

Practise Vocabulary phrase building: adjective + noun collocations, idioms

Lead-in

- Tell students that they are going to work on Listening Part 2: note completion.
- Ask students what they know about the structure of the Listening Part 2 task (e.g. the audio will be a talk or lecture, there are six questions, students must complete the gaps in the notes with one or two words).

1 Discussion

- Write question 1 on the board and lead a short class discussion.
- In pairs or small groups, students brainstorm pros and cons of the ideas in question 2. Write some of their ideas on the board.
- In the same pairs or groups, students discuss question 3 and share their answers with another pair.

ANSWERS

Students' own answers

2 Listen for the main point Unit 5 track 01

audioscript on page 12

- Highlight that students are only listening for the main point. They will listen to the talk again later.
- Play the recording. Allow students to compare ideas.

SAMPLE ANSWER

That the technology – specifically the computer – that was used on board the Apollo was very impressive despite being very basic compared to today's technology.

3 Using signposting language

Test skill

Check students understand the word *signpost* and elicit how words can be signposts to help people follow a talk. Allow time to read the skill box and help with any unknown vocabulary as necessary.

- Students match the words to the correct bullet point categories in the test skill box.
- Check answers and go over any problems.

ANSWERS

sequence points: subsequently
 transition between points: moving on to
 refer forward: as you'll hear
 refer back: as noted
 summarize: on the whole
 define / clarify: simply put / put simply
 add: not only ... but also ...
 contrast: nonetheless
 show cause and effect: stems from
 give examples: this exemplifies
 emphasize: what's notable is

Optional activity – a very short talk

- To get students more used to the idea of signposting, ask them to give a very short talk to each other about something they have done recently, using a few of the phrases in the test skill box, e.g. *I had a big party at the weekend, therefore I had to do a lot of shopping and cooking. First, I did the shopping, next I prepared the food. As I've mentioned, there were lots of guests, so it was a lot of work!*

4 Listening for signposting language

Unit 5 track 02 audioscript on page 12

- Give students time to read the instructions.
- Play the whole audio. Play an extract again if necessary.
- Check answers.

ANSWERS

- 1 as you'll learn shortly
- 2 However
- 3 As well as (its size)
- 4 Nonetheless
- 5 All in all

5 Listen and complete notes Unit 5 track 01

audioscript on page 12

- Tell students that this exercise is a shorter version of the Listening Part 2 in the test. Draw students' attention to the instructions. Elicit how many words they can use in each gap. Give students about 15 seconds to read the gapped sentences. Tell them that they can use signposting language to help them follow the talk and identify the answers.
- Play the audio.
- Check answers in pairs and as a class. Highlight that answers must be spelled correctly.

ANSWERS

- 1 small suitcase
- 2 (programming) language
- 3 calculator
- 4 sewing

6 Listen and complete notes 🎧 Unit 5 track 03

audioscript on pages 12–13

Test tip

Read the Test tip together with the class and elicit a noun phrase from exercise 5 as another example (programming language). Emphasize the final line of the test tip: *You must not change the form of the noun or noun phrase in any way.*

Test practice

Note completion

Focus on the instructions in the Test practice box. In the test students will have 30 seconds to look at the task. Ask students how they think they should use these 30 seconds. Allow 30 seconds for students to read the task. Suggest they pay attention to the headings and context to predict the missing information.

- Play the whole audio without stopping (students will hear the extract twice).
- Students compare answers.
- Elicit and write the correct answers on the board. For any problematic gaps, play that part of the extract again.

ANSWERS

- 1 innovation
- 2 origins
- 3 soil
- 4 (liquid) solution
- 5 sunlight
- 6 bricks

7 Discussion

- Discuss the questions in pairs. Ask students to give feedback on their partner's point of view. As a class discuss what the main challenge of living on the moon might be.

ANSWERS

Students' own answers

Optional activity – listening outside class

- Ask students what kind of talks they could practise listening to outside the classroom to help them with this test task.
- Allow time for them to share ideas for topics and sources. Provide some suggestions, e.g. TED talks, podcasts, radio programmes.

8 Phrase-building: adjective + noun collocations

🎧 Unit 5 track 04 audioscript on page 13

- Point out that all the adjectives fit in terms of meaning, more or less, but one adjective in each pair does not form a good collocation, i.e. it sounds unnatural. Ask students to complete the task.
- Play the audio for them to listen and check.

ANSWERS

- 1 fresh
- 2 common
- 3 alternative
- 4 direct
- 5 concerted
- 6 fundamental

- Explain to students that becoming familiar with common word combinations or collocations will contribute to their success in the test. Point out some learning tips: extensive reading, highlight collocations in text, record collocations in a notebook, etc.

9 Phrase-building: idioms

- Elicit the three main features of idioms that can help students spot them: they form multi-word units, the words don't make literal sense and they convey a meaning different from their individual words. Do an example with the class.
- Students work in pairs on the task. Check answers.

ANSWERS

- 1 B (taken for granted)
- 2 A (state-of-the-art)
- 3 C (in the long run)
- 4 D (gone down the route of)
- 5 A (driving force)

10 Using idioms to talk about yourself

- Model the exercise by completing one of the sentences about yourself.
- Give students some time to complete the sentences with their own ideas.
- Students share their ideas with a partner. Alternatively, students stand up and mingle to practise with a few different partners.
- Monitor to check students are using the idioms correctly.

ANSWERS

Students' own answers

5.2 Reading Part 1

Student Book page 50

Additional Resources on Oxford English Hub

Online Practice

Grammar reference 5.2 (The future)

Lesson Aims

Deal with unknown vocabulary in reading texts

Practise Reading Part 1: Short texts

Practise using Grammar: future forms

Lead-in

- Introduce the lesson which focuses on Reading Part 1 and dealing with unknown vocabulary in texts.
- Allow students to share ideas briefly on how they deal with unknown vocabulary. They won't be able to use a dictionary in the test.

1 Discuss

- Ask students to note two or three ideas individually then compare with the person sitting next to them. Have a short class discussion and note a few of the ideas on the board.

SUGGESTED ANSWERS

the number of people in cities, the vehicles, the ease of travelling around the world, mobile phones, TV, space travel, etc.

2 Read and discuss

- Students read the text and compare the author's predictions with their ideas from exercise 1.
- Avoid pre-teaching vocabulary as the purpose of exercise 3 is to consider how students deal with unknown vocabulary in this activity.

SUGGESTED ANSWER

The author predicted the Internet and social media in some ways, and how technology has reduced face-to-face interaction. While people are not fully isolated or subordinate to technology, it could be argued that we are losing our personal agency or autonomy as we become more and more reliant on it.

3 Dealing with unknown vocabulary

Test skill

Go through the Test skill box. If necessary, explain *reading expeditiously* (reading in a quick and efficient way). Emphasize the importance of not wasting time on unknown vocabulary not relevant to the task.

You can use *subordination* from the text to illustrate how a prefix (*sub-*) and word part (*order*) can help identify meaning.

- Invite students to say if they used any of the three strategies with specific words in the text from exercise 2.

ANSWER

Students' own answers

4 Test preparation: identifying correct statements

- Allow up to two minutes for everyone to complete the task.
- Students compare, then check answers, discussing reasons and how they dealt with unknown vocabulary.

ANSWERS

- 1 True. (peered = looked closely at; It is helpful, but not essential to understand this word.)
- 2 False. 'It took two years.' (retorted = replied quickly in a humorous, offended or angry way; It is not necessary to understand this word to understand the point made.)
- 3 True. They 'all imitated the action of the Medical Man', i.e. peered at the machine. (Here, it is necessary to understand 'peered' and 'imitated' = copied.)
- 4 True. One 'lever ... sends the machine gliding into the future ... this other reverses the motion'. (It is useful, but not essential to understand that a lever is a handle used to operate a machine.)

5 Test tip and Test practice

Test tip

Students read the Test tip silently. Elicit the important point that distractors (the incorrect options) will refer to ideas in the text, but will be wrong. Complete question 1 of the test task together, identifying why the distractors are incorrect.

Test practice

Short texts

Students do the Test practice task on texts 2–5. Highlight the length of time students have to answer each question in the test. To simulate test conditions, give students 5 minutes 20 seconds to answer questions 2–5. Allow longer if necessary.

- Check answers and elicit reasons for the correct answers.
- Ask students to share what difficulties they had and refer them to the Practice Tests for further practice.

ANSWERS

- 1 A
A The Time Traveller is sacrificing the model of the time machine by sending it into the future to prove to the people observing that it works.
B Claims are made within the text ('It's beautifully made', 'It took two years to make'), but there is no suggestion that the Time Traveller is appraising or evaluating these claims.
C Parts of the machine are described, but there is no mention of modifications having been made to it.
- 2 C
A The blogger implies that some technological developments are frustrating, but does not imply that these should receive praise.
B The blogger implies that some technological inventions can end up wasting time, but does not say that saving time is the most valuable aspect of an invention.
C The blogger writes that 'little is said about the creations that even their inventors now regret'.

3 C

- A The letter does not mention different stages of the study or imply that this is the reason for the condition.
- B Although the letter mentions 'heavy and minimal social media users', it does not imply that the condition has anything to do with recruiting different groups of participants.
- C The condition is that participants feel that going without social media for a month is manageable for them. This implies that they do not want participants to drop out after discovering that they were unable to do this.

4 B

- A The text mentions a future date where machine learning is fully integrated in society, but there is no speculation about when a specific event might take place.
- B The writer mentions a 'failure' to put together a plan to protect people in the future from the impact of machine learning.
- C The text does not explicitly compare the present and the future; the present is only mentioned in relation to the fact that machine learning is on the verge of happening.

5 B

- A The study found that almost all students were planning to use AI, so they were not undecided about how to use it.
- B The research found that a fifth of students were planning to use AI unethically and therefore need to develop more principled approaches to using it.
- C Reference is made to using AI for editing and proofreading, and that this is approved by universities, but the text does not suggest that AI is most effective when used in this way.

ANSWERS

- 1 is going to be (a prevalent feature)
- 2 there will be (a resulting utopia)
- 3 will billions of people be living in poverty
- 4 will be known / will ... have been eradicated
- 5 will have been discussing
- 6 were almost all planning to (use) / were also going to (direct) / would (supply)

7 Future predictions

- Complete number 1 as a class, eliciting a variety of ways to express the same prediction, e.g. *By 2050, people will be using driverless cars.* / *In 2050, people will be on the verge of using driverless cars.* Students write one sentence for each set of prompts 2–5.
- Monitor the sentences. Offer guidance if needed.

POSSIBLE ANSWERS

- 1 Most people won't be using driverless cars.
- 2 Many employees will be working alongside robots.
- 3 More people will be taking holidays using virtual reality compared to today, but most will still be travelling in person.
- 4 Personalized medicines will have revolutionized healthcare.
- 5 People won't be using smartphones any more.

8 Discussion: sharing predictions

- Students discuss their predictions with different partners. Encourage them to agree or disagree, giving reasons. Round off with a class discussion.

ANSWERS

Students' own answers

Optional activity – highlighting text clues

- Students use coloured highlighter markers to highlight ideas referring to the correct answer, adding a different colour for the ideas related to the distractor. (Or use pen or pencil strokes with straight and squiggly lines).
- Check their ideas.

6 Grammar: the future

- Students begin by underlining the future forms in texts 4 and 5. Monitor and check that they are identifying them correctly.
- Students match the forms to the uses. Check answers.
- Draw students' attention to Grammar reference 5.2 on Oxford English Hub. Suggest they review any points they are unsure about.
- Model any points students might be struggling with on the board. For example, remind students that *by* + time is very often used with *will have* + past participle and *will have been* + *-ing* (future perfect simple and future perfect continuous).

5.3 Writing Part 2 Student Book page 52

Additional Resources on Oxford English Hub

Online Practice

Lesson Aims

Sequence main ideas from different sources

Practise Writing Part 2: Summary

Lead-in

- Tell students that they are going to work on Writing Part 2 and synthesizing (putting together) ideas from two different texts in a logical way. Elicit some ideas for when you may need to synthesize information in the 'real' world, e.g. writing an article based on different sources.

1 Discuss

- Discuss the two questions briefly.
- Stimulate discussion by writing a few prompts on the board, e.g. *vocabulary use, grammar, punctuation, spelling, formality*.

ANSWERS

Students' own answers

2 Read for main ideas: textbook extract

- Elicit the difference between a main idea and a supporting detail. Write on the board: *Dogs make great pets. They are friendly and enjoy spending time with people*. Ask students to identify the main idea and the supporting detail.
- Ask students to look at the extract and identify the main ideas.
- Support students if they need it. Say that they are looking for the overarching main idea and three other main ideas.
- Students compare answers, then feed back as a class, discussing the process of identifying the three ideas, e.g. *The idea of language change is introduced right away. Then in lines 5 and 6, the three kinds of changes are introduced and then explained in the text*.

ANSWER

Language changes.

There are lexical changes.

There are phonological changes.

There are syntactic changes.

3 Read for main ideas: lecture transcript

- Follow the same procedure as in exercise 2 above for this extract, although students should look for an overarching point and two other main points. Students compare answers as before.

ANSWERS

Technology is causing language to change fast.

Written and spoken language have become more similar.

Technology has led to the invention of many new words.

4 Sequencing main ideas

Test skill

Explain that students are going to work on sequencing their main ideas. Give them enough time to read and take in the information in the Test skill box. Check they understand the difference between *overarching main idea* and *main idea*.

- Students summarize the three paragraphs in the Test skill box in their own words. Highlight the different ways of using their own words: paraphrasing, reorganizing information, changing grammatical structures.

SUGGESTED ANSWER

In a non-sequential summary, the main ideas do not follow any natural logical order. The test taker can decide in what order to present them.

In a sequential summary, the information follows a natural or recognizable order.

Summaries can also be a hybrid of the two, with some, but not all main ideas following a natural logical order.

5 Complete the information

- Tell students that in the test they will be able to make notes in the on-screen response box. They should organize their notes with main ideas and supporting details. When their summary is complete, they should delete their notes.
- Students complete the table. Check answers.

ANSWERS

Main ideas	Supporting details
Overarching main idea: Language changes, and technology is causing this to happen faster. (1 & 2)	
Lexical changes (1)	Words die out (1), new words are created, e.g. due to tech developments (2), words are repurposed, e.g. <i>cloud</i> (2)
Phonological changes (1)	Caused by exposure to other languages, dialects (1)
Syntactical changes (1)	Verbs / nouns / adverbs (1), sentence structure (1), written grammar more similar to speaking (2)

6 Questions about completed table

- Ask students to read and think about the three questions, then go over them one by one.
- Highlight how the overarching main idea is the same in the two texts and that this would be a logical way to start the summary.

ANSWERS

- No. The main points can be presented equally logically in any order.
- Overarching main idea followed by the three other main ideas in any order.
- It is non-sequential.

7 Evaluate an example summary with a checklist

- Draw students' attention to the checklist first and the marking criteria on page 109. Then use it to evaluate the writing. Students compare answers, then check as a class.
- Point out that to ensure it is a summary, some information from the two texts is not included. Tell students this is called *redundant information*. There will always be some redundant information in the input texts, which will not go in their summary. Emphasize that **relevant supporting details** are given. See the suggested answer below.

SUGGESTED ANSWER

The summary includes the main ideas and relevant supporting details. It synthesizes the information effectively, as it clearly presents the three categories from the textbook extract and combines each one with examples from both texts. It also starts with the overarching main idea, bringing the concept of technology into that of language change. The ideas are well connected and the language is accurate.

Optional activity – noticing cohesive features

- Ask students to scan the marking criteria on page 109 and clarify any unfamiliar terms.
- Cohesive features are dealt with in detail in the Test skill boxes on page 56, but the model text in exercise 7 could be used to show how they work.
- Explain cohesive features, e.g. words or phrases in the text that connect parts of a text together, often using grammatical words like *the, this, which*, etc.
- Students underline cohesive devices in the model summary in exercise 7. Do an example first. Students compare and discuss the bits the cohesive features refer to.

SUGGESTED ANSWER

Language change is a natural process which has been sped up by the invention of the Internet. There are three common features of language change. The first is lexical change, such as the creation of new words like 'blog' or the repurposing of existing words like 'the cloud'. Then there are syntactic changes. As online communication is informal, complex grammatical structures are often replaced by short, simple sentences and words are omitted. Finally, phonological changes can occur when people are exposed to other languages or language varieties.

8 Test tip

Test tip

Elicit why it is important to check the summary. E.g. *If you notice something is wrong, there is still time to correct it.* Suggest test takers commit this checklist to memory to prepare for the test.

ANSWERS

Students' own answers

- Although test takers will be under time pressure, it is recommended that they aim to allow at least a few minutes to review their summary.

9 Test practice task

Test practice

Draw students' attention to the instructions. Highlight the key points in the instructions, e.g. 20 minutes, 80–100 words, one paragraph, own words, etc. Reiterate that in the test students must not write more than 100 words.

- Allow students 20 minutes to complete the task. Students should then use the checklist in exercise 7 to review and edit their response.

SUGGESTED ANSWER

New words in English are constantly being invented. There are three common ways in which this occurs. The first, clipping, occurs when letters are omitted, typically from the start or end of the word. An example is the word 'blog', which was clipped from the original 'web log'. Affixation involves adding prefixes or suffixes to a word to change either the meaning of the word or its form, for example adding *-er* to 'blog' to form 'blogger'. Finally, blending occurs when two words are combined, such as 'blogosphere' which combines 'blog' and 'sphere' to describe the online blogging network.

Marking guide for suggested answer

See also assessment criteria on p109 of the Student Book.

Main ideas	Supporting details
Overarching main idea: New (English) words are always being created through different processes.	
Affixation (2)	Adding prefix or suffix (2), e.g. forming 'bloggers' and 'micro-blogging' from 'blog' (1)
Clipping (2)	Reducing a word (2), e.g. 'web log' to 'blog' (1)
Blending (2)	Combining words, e.g. 'blog' + 'sphere' = 'blogosphere' (1)

Optional activity – peer review

- Students swap the text with another student to review each other's work using the checklist in exercise 7 and give constructive feedback.
- Monitor to settle any queries. Collect and mark the work using the marking criteria on page 109.

5.4 Speaking Part 3 Student Book page 54

Additional Resources on Oxford English Hub

Online Practice

Audioscripts for Student Book

Lesson Aims

Recognize connected speech

Organize and give an oral summary

Practise Speaking Part 3: Summary

Lead-in

- Tell students that they are going to work on Speaking Part 3 which, like Writing Part 2, also requires summarizing skills. This time it's a spoken summary of two short talks by experts on the same theme.

1 Discuss

- Students work in pairs and prepare to report back an idea from each of the six prompts on the mind map diagram.

ANSWERS

Students' own answers

2 Listening for main points and supporting details

Unit 5 track 05 audioscript on page 13

- Ask students to think about what points the speaker might make about AI-generated images. Do not feed back as a class.
- Remind students that in Speaking Part 3 of the test there is a button labelled 'notes'. A notepad appears for test takers to take notes. The notes will not be seen by the assessor and therefore are not marked. Suggest students practise taking notes on a computer whilst listening to the audio / an audio, for example as part of homework. Pen and paper are not allowed in the test, but use them in class if computers are not available.
- Play the audio, allowing students about 10 seconds to complete their notes after the audio has finished. (In the test, they have 40 seconds' preparation time and 50 seconds to write a summary about two short talks.)
- Students compare notes. Check answers.
- Tell students that each short talk is approximately 45–60 seconds long.

ANSWERS

Main point 1: Many people cannot tell the difference between real and AI-generated humans in photos.

Support: There is a study on people's ability to differentiate between real and fake people in photos.

Main point 2: Our relationship with the media will change.

Support: People will become more suspicious of the media and only trust certain sources, which they are likely to have to pay for.

3 Connected speech Unit 5 track 06 audioscript on page 13

- Present students with a short explanation and example of connected speech, e.g. *the exam*. There is a /j/ sound between the two words when you say them together and the first vowel tends to be pronounced /i:/: /ðiːjɪɡ'zæm/. In connected speech, sounds sometimes change, appear

or disappear in the boundaries between words because speech is mainly a continuous stream of sound.

- Play the recording; allow students to discuss the answers, then check.

ANSWERS

- The final consonant sound in the first word becomes connected to the initial vowel sound in the second.
- The sounds /r/, /w/ or /j/ are added between the final vowel sound in the first word and the initial vowel sound in the second.
- The final consonant sound in the first word is omitted because the second word begins with the same sound.
- The final consonant sound in the first word changes to make it easier to say the initial consonant sound in the second.
- The final /d/ or /t/ sound in the first word is omitted when the second word begins with a consonant sound.

4 Connected speech: listen and write

Unit 5 track 07 audioscript on page 13

- Play the audio as many times as needed. Students check their answers with a partner. If students need help noticing how the sounds change, repeat the phrase using slightly slower speech than the recording, or carry out the analysis in the following optional activity.

ANSWERS

- recent study
The /t/ is omitted as it comes before a consonant sound.
- genuine people
The /n/ sound at the end of 'genuine' becomes an /m/ sound as it's before a /p/ and therefore easier to say.
- the fact that
The /t/ at the end of 'fact' is omitted as it comes before a consonant sound.
- spent time
The /t/ sound at the end of 'spent' is omitted as it's the same sound as the one that starts 'time'.
- to impact on
A /w/ sound is inserted between 'to' and 'impact'; 'impact' and 'on' sound like one word as 'impact' ends with a consonant and 'on' begins with a vowel sound.

Optional activity – saying words apart and then together.

- Focus on a written sentence, e.g. *I watched TV last night*.
- Ask students to say each individual word of the sentence, i.e. with a break in the stream of sound between each word.
- Now ask students to say the words together. Challenge them to discover the features of connected speech.
- Do a similar analysis from time to time when focusing on phrases.

ANSWER

The /t/ sound at the end of *watched* merges with the T in *TV* and in *last* the /t/ disappears.

5 Listening for main points and supporting details

🔊 Unit 5 track 08 audioscript on page 13

- Run the exercise in the same way as exercise 2. Listen to the audio only once.
- Remind students that in the Speaking test they will only hear the audio once, but it is not a memory exercise. They can take notes on the screen during the test, and on paper or their device in your lesson.

ANSWERS

Main point 1: People find it hard to distinguish between AI-generated images and real images.

Support: example of people sharing fake animal images and believing them

Main point 2: Our relationship with the media will change.

Support: in the future, people may lose trust in the media: they may stop using it

6 Completing a summary table

- Explain that, as in the writing summary, it's useful to compile notes. Although test takers won't be able to create an actual table on the screen in the test, they can visualize their notes in a similar way, for example, listing each main point with the supporting points next to them.
- Note that a good way to order points in the summary is not necessarily the order they occur in the recordings. Students will have 40 seconds to make notes and plan before recording their response.
- Students work with a partner to complete the table with the notes they took in exercises 2 and 5.

ANSWERS

Main points	Supporting details
1 People find it difficult to tell the difference between real and AI-generated photos.	Expert 1: supported by recent study
	Expert 2: example of fake animal images shared online
2 People's relationship with the media will change.	Expert 1: people will only trust a few (paid) sources
	Expert 2: people may stop using the media because they no longer trust it

7 Comparing plans

- Students look at the plans and note down their answers to the questions. Don't feed back answers until students have completed exercise 8.

SUGGESTED ANSWER

Plan B is more effective because it clearly provides the two main points, followed by supporting details. In plan A, three points are listed, but the two main points are not apparent.

8 Organizing an oral summary

Test skill

- Allow students sufficient time to read through the Test skill box and ask any questions. Students then choose which plan in exercise 7 best reflects the advice. Feed back answers to exercise 7 and 8 as a class.
- Recap some key points, e.g. the most logical order may not be the same that occurred in the recording, you do not need to include all supporting details. Remind students that, where possible, they should use their own words in their summary.

ANSWER

B

9 Evaluating an example oral summary

🔊 Unit 5 track 09 audioscript on page 13

- Give students time to take in the three questions and skim the summary. Play the recording and let students discuss with each other. Check answers.

SUGGESTED ANSWERS

- 1 Yes, although the structure makes these hard to identify (see below).
- 2 The speaker does not follow a logical structure (i.e. the structure in the Test skill box) and this makes it hard to follow the points made. The speaker presents both main points together and then provides supporting points in an order that is not logical. As a result, it is unclear what the main points are and what the supporting details are.
- 3 The overall impact is not wholly positive as the listener is unlikely to be fully informed about the main points of the two extracts.

10 Student summaries

- Students study the checklist in exercise 12.
- Students complete the task and evaluate each other's spoken summaries. Monitor to offer helpful suggestions.

SUGGESTED ANSWER

The two experts both say that people aren't always able to recognize whether a photo is real or created by AI. For example, Internet users often share fake images online, believing they're real. And a study found that participants failed to distinguish between real and AI-generated people in photos in about 40% of cases. Both experts warn that this may change the way we relate to the media in the future. We may no longer trust the content that we come across in the media. As a result, people might give up on the media or be forced to pay for access to reliable sources.

Marking guide for suggested answer

See also assessment criteria on p108 of the Student Book.

Main points	Supporting points, e.g. mention or paraphrase one of the following:
1 For many people, telling real and AI-generated photos apart is a challenge.	Recent study: success rate of only 61% despite participants analysing images closely. Example of people sharing image of computer-generated bird online.
2 This will damage our relationship with the media.	People will either believe nothing they read or hear, or they'll believe only information from very trusted (paid) sources. We won't be able to trust that photos of our favourite celebrity are real – or that a performance by them is genuine. We may stop using the media.

11 Test tip Unit 5 track 10 audioscript on pages 13–14

Test tip

Go over the Test tip explaining the meaning of *concise* and *conciseness* if necessary.

Test practice

Summary

Allow sufficient time to read the Test practice box. Play the recording when everyone is ready.

- Allow 40 seconds of classroom silence after the audio for students to prepare, and then 50 seconds for them to write their summaries.
- Organize students to speak to suit your context. Students can give oral summaries to each other in pairs or small groups; or record them on their phones to play later. They can say them to you if teaching 1:1 or a small group.
- Give students feedback or organize peer feedback using the checklist in 12.

SUGGESTED ANSWER

Both experts say that, in the future, society is set to become more and more isolated due to friendships being formed between people and AI. It's predicted that AI will be able to offer a friendship that meets an individual's needs, with all the good bits such as support and advice, and none of the disagreements. The experts both suggest that people may turn away from human friendships in favour of a friendship where they don't have to worry about someone else's needs.

Marking guide for suggested answer

See also assessment criteria on p108 of the Student Book.

Main points	Supporting points, e.g. mention or paraphrase one of the following:
1 Human–AI friendships will become increasingly widespread in the future.	AI friends can do almost everything a human friend can, e.g. conduct social interactions and offer advice / support. AI friends can be tailored to a person's particular requirements; friendships can form much more quickly.
2 Human–AI friendships could worsen social isolation.	People could become unwilling to invest time and effort in making human friends. People may become less able to form friendships with real people, e.g. lose the capacity for tolerance, patience and compromise.

12 Checklist

- Ask students to reflect on their strengths and weaknesses by reviewing what they have ticked and what they haven't ticked when listening to their responses. Refer students to the marking criteria for speaking on page 108 and answer any questions. Discuss ways to improve areas students found challenging.

5.5 Test Skills Plus Connecting ideas

Student Book page 56

Additional Resources on Oxford English Hub

Online Practice

Grammar references 5.5 (Using cohesive devices) and 5.2 (The future)

Audioscripts for Student Book

Lesson Aims

Connect ideas: Writing Part 1 and Speaking Part 4

Understand coherence and cohesion

Use cohesive devices in writing and speaking

Lead-in

- Tell students they are going to explore how to connect ideas in both the speaking and writing parts of the test.

1 Discussion

- Students discuss the two questions in small groups and share some ideas with the class.

ANSWERS

Students' own answers

2 Understanding coherence and cohesion

- Mention that both terms are part of the marking criteria of the Writing test (within Organization) and the Speaking test (within Fluency). Share some of the students' ideas about the meaning of each word as a class.

Test skill

Understanding coherence and cohesion

Students read the Test skill box carefully to check. Answer any questions.

ANSWERS

Students' own answers

3 Writing Part 1

- Remind students about the structure of the task: Writing Part 1 is a 220–280-word essay in response to a question. Time: 30 minutes.
- Students read, check with a partner and then with the class.
- Ask students if they agree that social media algorithms are beneficial.

ANSWERS

Social media algorithms can be beneficial. (One reason for this is that they ensure users see content that is interesting or useful to them.)

4 Using cohesive devices

Test skill

- Allow students time to read the box carefully. *Transitional words* and *linking words* mean the same. *Ellipsis* means leaving unnecessary words out while meaning and grammar remain intact. If students have trouble taking in a category, write simple extra examples on the board. Refer students to Grammar reference 5.5 on Oxford English Hub.

- Students match the examples in bold in exercise 3 to the categories in the Test skill box. Check answers as a class.

ANSWERS

While (1; introduces a concession)
they (2; pronoun refers back to algorithms)
ones (3; substitutes 'posts')
Instead (1; introduces a contrast)
this functionality (2; summary noun refers back to the capability of algorithms to filter content)
in others, more enjoyable (3; 'others' substitutes 'other cases'; 4; the words 'it can make social media use' are omitted because it is unnecessary to repeat them)

5 Using cohesive devices: lexical chains

- Explain: A *lexical chain* is a series of words that are related to the same topic or idea, helping to keep a piece of writing or speech focused and connected
- Do the first paragraph together with the class if helpful.

ANSWERS

Social media platforms, content, users, posts, resources

6 Adding cohesive devices

- Ask students to skim the paragraph to see what it's about. Elicit an explanation of *content moderation* in students' own words, e.g. *An algorithm collects information about user preferences to control content and keep them safe.*
- All the words in the box should be used. Students work on their own, then compare ideas.

SUGGESTED ANSWERS

In addition, an algorithm ...

This means that it can ensure ...

Such content moderation ...

This (Ensuring a secure experience) is imperative ...

However, it is not only users ...

7 Listen to part of a debate Unit 5 track 11

audioscript on page 14

- Students answer the questions individually, then compare. Check as a class.
- Ask students how the speaker might develop her opinion on the drawbacks of social media algorithms to anticipate the next exercise.

ANSWERS

1 No, the opposite point of view.

2 In common with writers, the speaker uses logical connectors and discourse markers such as 'While', and 'because', as well as reference words like 'their' to refer back to previously mentioned people. However, she uses 'I' and discourse markers which are more common in spoken language, i.e. 'I'd say that...'; 'What I mean is...'

8 Improving cohesion in speaking

- Check students understand the vocabulary in the paragraph first, e.g. *distort*. All the words and phrases in the box can be used.
- Give students sufficient time to work individually, then compare with another student, explaining their choices.

ANSWERS

Students' own answers (see exercise 9 for a sample answer)

9 Listen and compare Unit 5 track 12

audioscript on page 14

- Play the suggested answer and show it if necessary (page 14). Answer students' questions, e.g. they might ask about the points below:
 - In line 1 *this* is a better cohesive device than *it* because *this* refers back to an idea effectively, whereas *it* works better referring to a specific word or phrase.
 - In the middle of the paragraph, *such* is an effective cohesive device in *such views*, but *these are majority views* sounds more natural in spoken register.

SUGGESTED ANSWER

There's also the fact that algorithms can distort people's perceptions of the world. This can happen when social media users only see content that portrays particular views. It's then easy for them to assume that these are majority views when they may actually be minority ones. Users may not see content that challenges their views either, and so they may only ever be exposed to one perspective.

10 Justify your opinion

- Allow a minute for individual students to note some points to justify their own opinions about the benefit or otherwise of social media algorithms.
- Put students in small groups to discuss. Appoint a group moderator to ensure even participation in the discussion.
- Ask each moderator to give a short summary of the group's discussion to the class.
- Give students feedback on the use of spoken cohesive devices during the activity. Note that a debate response should be fairly formal and therefore less formal discourse markers such as 'you know' should be avoided.

ANSWERS

Students' own answers

Optional activity – social media algorithm awareness

- Outline a hypothetical scenario:
 - You would like a secondary school to timetable an extra compulsory lesson raising awareness of social media algorithms. Your students, as parents in this activity, want the lesson to show how the algorithms work and give strategies to protect against harmful influences.
- In pairs, students write what they would say to the school director in person, or in an e-mail. The content should explain parents' concerns, but should not go into details about the lesson.
- Monitor the use of cohesive devices.
- As a follow-up, students could role play the meeting with the director.

REVIEW AND REFLECT

- Focus on the Review and Reflect section. Students reflect on the skills and language they have learned in this unit and complete the activity. Refer students to Grammar reference 5.2 to help them complete their self-assessment.

Vocabulary Plus Student Book page 100

- Use the Vocabulary Plus activities for Unit 5 on page 100 of the Student Book for extra practice of key vocabulary. Refer to ideas for exploiting the Vocabulary Plus activities on page 100 of the Teacher's Guide.

AUDIOSCRIPTS

5.1

2 Listen for the main point 🎧 Unit 5 track 01

Narrator 01

Professor Hello and welcome, everyone. In today's lecture, we're focusing on the technology that was used to land the first humans on the moon in 1969. It all sounds rather rudimentary to us today, but this technology was extremely cutting-edge at the time. It was also assembled in quite an unusual way, as you'll learn shortly.

So, let's start with the on-board computer. The Apollo Guidance Computer, or AGC as it was called, was ... it was impressive. First, due to its size. Today, microprocessors allow computers to fit into small items like watches. However, with the dimensions of a small suitcase, the Apollo computer was considered revolutionary back then. After all, a sixties computer was typically the size of three tall fridges.

As well as its size, the computer's performance was remarkable. The developers wrote a computer program that could multitask despite having only a very simple programming language to hand – today's codes hadn't been invented yet, of course. And when it came to memory, the computer had just 70 kilobytes, meaning it was vastly less powerful than the smartphones we all carry around in our pockets. Nonetheless, it made fast computational calculations far beyond those of human capability and controlled the movement of some aspects of the shuttle. And it did all that with a display similar to that of a calculator rather than a modern laptop.

What I find particularly remarkable is that the computer used 'core rope memory', and by that I mean that wires carrying the software were literally sewn into the computer. Most of the sewing was carried out by workers – primarily women – from the textile industry, using a needle and presumably a lot of precision. So state-of-the-art technology was combined with traditional craft.

All in all, the computer was a significant feat of hardware and software engineering, and it was the main reason why the crew were able to reach the moon and back safely.

4 Listening for signposting language

🎧 Unit 5 track 02

Narrator 02

Narrator 1

Professor It all sounds rather rudimentary to us today, but this technology was extremely cutting-edge at the time. It was also assembled in quite an unusual way, as you'll learn shortly.

Narrator 2

Professor Today, microprocessors allow computers to fit into small items like watches. However, with the dimensions of a small suitcase, the Apollo computer was considered revolutionary back then. After all, a sixties computer was typically the size of three tall fridges.

Narrator 3

Professor As well as its size, the computer's performance was remarkable.

Narrator 4

Professor And when it came to memory, the computer had just 70 kilobytes, meaning it was vastly less powerful than the smartphones we all carry around in our pockets. Nonetheless, it made fast computational calculations far beyond those of human capability ...

Narrator 5

Professor So state-of-the-art technology was combined with traditional craft. All in all, the computer was a significant feat of hardware and software engineering ...

6 Listen and complete notes 🎧 Unit 5 track 03

Narrator 03

Narrator Listen to a lecture about the possibility of humans colonizing the moon. Complete the gaps in the notes with a word or two-word phrase from the audio. Remember to check your spelling. You now have 30 seconds to look at the task.

Lecturer Should humans colonize the moon? That's our topic today, and while some argue that resources should be directed to bettering our existence on Earth, for many the possibility of life on the moon remains enticing ... which is why colonization may well be close.

One driving force behind this idea has been commercial – specifically, the desire to extract metals and minerals. This would advance innovation, and enterprises would be able to edge out rivals. However, with state-of-the-art equipment already being developed, automation could allow material to be mined remotely, negating the need for human settlements. A stronger motivation for colonization may therefore be space exploration.

A moon colony would provide a launch pad for deeper space missions – eliminating the vast expense of first reaching the moon from Earth. The moon's low gravity could also facilitate research, as it allows the observation of space without the atmospheric interference that would be experienced here on Earth. Missions and observations could both provide fresh insights into the origins of our planet. So, the benefits of pursuing a moon settlement are numerous, but how possible is it? Well, firstly a supply of breathable air is needed – something very much taken for granted here on Earth. There's a common assumption that there's no oxygen on the moon, but that's only true of the atmosphere. Oxygen does actually form almost half the composition of the soil there, so harvesting could potentially be an option in the long run.

The next requirement is water. Harvested hydrogen and oxygen could be combined to create water. However, an alternative approach has been proposed – for it to be extracted from the ice which exists at both of the moon's poles. This access to water sounds beneficial for growing crops, but studies suggest the surface isn't very fertile. Plants have been found to grow in a specimen taken from the moon's surface, but not effectively and not sufficiently to sustain long-term habitation. So, the current thinking is that farming would be hydroponic. In other words, nutrients from the ground would be combined with water to create a liquid solution in which crops would be placed.

Another consideration is energy. Solar energy is the most obvious solution, but the moon can go almost 15 days a month without sunlight, so it would require humans to be living in close proximity to the poles, where this is somewhat less of an issue. This location offers the added advantage of direct access to water, which would also aid in the manufacturing of rocket fuel. That would be for transportation, though, rather than daily living. The last thing to consider is the shelter required to regulate temperature and shield settlers from the threat of radiation. The short-term solution is an inflatable or flexible structure which can be expanded in some way after landing on the moon. But researchers have also gone down the route of investigating longer-term solutions and are experimenting with dust taken from the surface of the moon. If compressed, it can be made into bricks. This could allow for more permanent structures. So, to sum up, concerted efforts are already being made to explore the possibility of a moon colony. There are fundamental problems to overcome. But it seems that these may not necessarily be insurmountable.

Narrator Now listen again.

8 Phrase-building: adjective + noun collocations

🔊 Unit 5 track 04

Narrator 04

Narrator 1

Lecturer Missions and observations could both offer fresh insights ...

Narrator 2

Lecturer There's a common assumption that there's no oxygen on the moon ...

Narrator 3

Lecturer However, an alternative approach has been proposed ...

Narrator 4

Lecturer This location offers the added advantage of direct access to water.

Narrator 5

Lecturer ... concerted efforts are already being made to explore the possibility of a moon colony.

Narrator 6

Lecturer There are fundamental problems to overcome.

5.4

2 Listening for main points and supporting details

🔊 Unit 5 track 05

Narrator 05

Man How easily can you spot an AI-generated image? Research shows that, for many people, telling real and AI-generated photos apart is a challenge. In a recent study, participants were asked to identify photos of genuine people among images of people created by AI. The participants struggled, with a success rate of just 61%, despite the fact that they spent time analysing the images, looking at fingers, eyes and teeth in particular. It's worth noting that this inability to distinguish between real and fake images is likely to impact on the way we relate to the media. People will either believe nothing they read or hear, or they'll believe only information from very trusted sources. And those sources will no doubt charge for this service.

3 Connected speech 🔊 Unit 5 track 06

Narrator 06

Narrator 1

Expert ... can you spot an AI-generated image?

Narrator 2

Expert ... participants were asked to identify photos of genuine people among images of people created by AI

Narrator 3

Expert The participants struggled ...

Narrator 4

Expert ... looking at fingers, eyes and teeth in particular

Narrator 5

Expert ... real and fake images ...

4 Connected speech: listen and write

🔊 Unit 5 track 07

Narrator 07

Narrator 1

Expert In a recent study

Narrator 2

Expert photos of genuine people

Narrator 3

Expert despite the fact that

Narrator 4

Expert they spent time analysing the images

Narrator 5

Expert likely to impact on the way we relate to the media

5 Listening for main points and supporting details

🔊 Unit 5 track 08

Narrator 08

Woman Let me give you an example of something I see online daily. Someone comes across an amazing photo – let's say an extremely unusual-looking bird covered in brightly coloured feathers. That person's so blown away that they share it with others, only for a few people to point out it's not real – it's computer-generated. And this is my point: people are finding it hard to tell the difference between real and AI-created images. And this is a problem, because if we can't trust that photos of our favourite celebrity are real – or that a performance by them is genuine – then this will damage our relationship with the media. Eventually, we may even stop using it.

9 Evaluating an example oral summary

🔊 Unit 5 track 09

Narrator 09

Woman Artificial intelligence is so powerful that it's becoming really hard for people to discern what's real and what isn't. And in the future, we might not believe images of our friends. And it'll be hard to trust what we see in the media. This includes images and video. Already, these days, people are fooled by fake animal photos or fake interviews with celebrities in videos. A study has also found that people cannot determine who's real and who isn't in photos. We may not trust many media sources in the future.

11 Test tip 🔊 Unit 5 track 10

Narrator 10

Narrator You are going to give a summary. First read and listen to the task. You can make notes while you listen. You will then have some time to think about what you want to say. You have 50 seconds to give your summary. Start speaking when you hear the tone.

Your tutor has asked you to summarize some research for your tutor group. Listen to two experts talking about technology and friendships. The two experts make the same two main points.

You should:

- combine the information from the two experts and
- summarize the two main points the experts make.

Now listen to the two experts.

Narrator Expert 1

Expert 1 The technological innovation we're going to discuss today is the AI companion. Although the use of AI companions is fairly limited at the moment, it's predicted that human and AI friendships will become increasingly widespread in the future. This is because AI companions have been shown to do almost everything a human friend can. They can conduct social interactions in a similar way to a human, and offer advice and support – just as a friend would. The risk, however, is that this could lead to people being increasingly separated from each other. People may become unwilling to invest time and effort in making friends with other humans. Why bother when they can make a friend simply by pressing a button?

Narrator Expert 2

Expert 2 We all know that human friendships can be complicated. So it's no surprise that more and more people are expected to form friendships with artificial intelligence in years to come. After all, AI can provide a friendship tailored to a person's particular requirements. Plus, AI friendships form much more quickly than human friendships, which often take years to develop. Yet it's worth pointing out that AI friendships could have an unfortunate impact – specifically, by worsening social isolation. People may become less able to form human friendships, which require tolerance, patience and an ability to compromise. Without these skills, people could end up bonding only with digital companions who don't disagree with them, criticize them or argue with them.

Narrator You now have 40 seconds to think about what you want to say.

5.5

7 Listen to part of a debate 🎧 Unit 5 track 11

Narrator 11

Test taker While algorithms can direct content to users who'll appreciate it, I'd say that their use does more harm than good because an algorithm narrows the range of content a user sees. What I mean is that the algorithm pushes particular content to people based on their past interests, which prevents them from seeing content they may actually benefit from, now or in the future.

9 Listen and compare 🎧 Unit 5 track 12

Narrator 12

Test taker There's also the fact that algorithms can distort people's perceptions of the world. This can happen when social media users only see content that portrays particular views. It's then easy for them to assume that these are majority views when they may actually be minority ones. Users may not see content that challenges their views either, and so they may only ever be exposed to one perspective.