



# Influence

# 3

## READING

topic: teen stereotypes  
skill: understanding cohesion  
task: gapped text

## GRAMMAR

the passive  
reporting verbs and the passive

## VOCABULARY

the media; collocations  
words with similar meanings

## LISTENING

topic: false beliefs  
skill: understanding idiomatic language  
task: multiple-choice longer text

## USE OF ENGLISH

key word transformation  
multiple-choice cloze

## SPEAKING

topic: influences on children  
skill: conversational strategies  
task: collaborative task

## WRITING

topic: young people and science  
skill: organising paragraphs  
task: essay

## SWITCH ON

video: fashion followers  
project: blogging campaign

## Lead-in SB p35

Ask a student to read the quote and ask the class what they think it means and whether or not they agree with it. Focus students' attention on the photograph. Ask them to describe it, prompting them with questions such as: *What do you think the relationship is between the man and the boy? Do you think that different generations understand each other? Why/Why not? What are the main differences between older and younger generations?*

Organise students into pairs. Give them a minute to discuss the questions, then open this into a class discussion. Generate as much language as possible and write new words and phrases on the board for students to record.

### Possible answers

- 1 My grandmother has had a big influence on my life. We are very close and we spend a lot of time together. I find her life story quite inspirational.
- 2 I think people my age are often influenced by people their own age. I think it's because teenagers generally want to look and behave like the most popular and best dressed people in their year groups. People my age are also influenced by celebrities, and that has a lot to do with the media and how celebrities are portrayed as having ideal lives.
- 3 I suppose I influence my little sister. She's always trying to copy the clothes I wear and the things I say.

### extra

Ask students to work in pairs and discuss the following questions: *What can younger people learn from older people? What can older people learn from younger people? Bring the class together to share their ideas.*

# READING

 SB pp36–37

## To start

Organise students into small groups. Give them two minutes to brainstorm adjectives which are often used to describe or portray teens in the media. Then give students another two minutes to brainstorm adjectives which are commonly used to describe elderly people. Bring the class together. Collect students' answers around the class and write them on the board. Compare the words which are associated with the two different groups. Ask students: *What does this tell us about the way our society views these two groups of people?*

### extra: critical thinking



Divide the class into two teams. Tell one team that they are to imagine that they are old people; tell the other team that they are just themselves. Ask the 'old' team to think about typical teenagers. How do they see them? Ask them to work in pairs to draw pictures of a typical teen. The other half of the class should work in pairs to draw pictures of a typical old person. Ask students to label their pictures to draw attention to any specific features of how old (and teenage) people dress and behave. The class should then get together to present their pictures and talk about them. Using the pictures as the basis for a class discussion, ask your students questions, for example: *What do the pictures of old people have in common (if anything)? What about the pictures of young people? How true-to-life do you think these pictures are? Are old people viewed positively or negatively in your culture? What do you think about this?*

## Power up

**1** Focus students' attention on the photograph. Ask: *What adjectives would you use to describe his appearance? What do you think his personality is like?* Organise students into pairs and ask them to discuss the questions. Monitor as students do this, offering support where necessary. Conduct class feedback.

### Possible answers

- I think the stereotype is that we are always glued to our phones, that we are quite self-obsessed and a little bit vain and that we don't work as hard as we should.
- The media portrays us as being obsessed with our image and glued to our phones the whole time.
- I think there is a little bit of truth in this portrayal, but I don't think it's totally fair. Most of my friends work hard and care about a lot of important issues, although it is true that we spend a lot of time on social media!

**2** Nominate a student to read the heading and the first sentence of each paragraph of the text. Ask students to tell you what they think the article is going to be about. Ask students: *What do you think the negative effect (mentioned in the first sentence) is? Do you have any ideas about this?*

Point out to students that this reading strategy (making predictions based on the heading and first sentence of a paragraph) can be a really useful exam strategy. Ask students: *How do you think this strategy can be useful in an exam? (It helps you to prepare for reading in detail.)*

It's about the media's portrayal of teenagers and the negative effect this is having on them.

## Read on

### exam tip

**3** Ask a student to read the exam tip to the class. Find the first example of substitution in the text as a class. Focus students' attention on the first occurrence of the phrase '14–17 year-olds'. Ask students to tell you which words are used to refer to this age group later on in the sentence (*they, them*). Elicit why the writer has done this (to avoid repetition). Ask students to find two more examples of substitution from paragraphs one and two of the text. Allow students to compare their answers with a partner.

Ask students to give you a synonym for 'teenagers' from the first two paragraphs (young people). Elicit that, once again, the writer has done this to avoid repeating the same word and to allow the text to 'flow' so that the ideas connect to each other. Ask students to find another two examples of synonyms from these two paragraphs.

### Substitution

Paragraph i: their (teenagers), they (14–17 year-olds), their (14–17 year-olds), this (portrayed in a false light), them (14–17 year-olds)

Paragraph ii: Such a situation (media portraying young people in a false light), those (articles)

### Synonyms/Paraphrasing

teenagers/young people

effect/impact

news/current affairs

articles/stories

**4** Focus students' attention on paragraphs A and D and the words in bold. Ask a student to read the question. Give students a minute to discuss their answers with a partner before conducting class feedback.

**A** *this particular stereotype* could refer back to the negative image of young people as criminals; *the one* refers back to the idea of a stereotype, to introduce a different one.

**D** *This research* could refer back to the Demos research; *they and them* refer back to NEETs/16–24 year-olds.

**5** Ask students to decide which paragraph (A or D) fits the gap, underlining the part of the passage which helped them find the answer. Allow students to compare their answers with a partner and tell them that they must be prepared to explain their choice. Conduct feedback.

The answer is D. The Demos research in paragraph i does not cover the topic of TV but paragraph B clearly does (*producers, viewers*).

### exam task: gapped text

**6** **e** If necessary, pre-teach the following words and phrases: *threatening, offenders, self-obsession and petition*. Use concept questions to check understanding, e.g. *If a person is 'threatening', how might I feel? (frightened or worried); Is an 'offender' someone who breaks the law or someone who helps to enforce it? (Someone who breaks the law); If I am self-obsessed, who or what am I most interested in? (myself); Why do people sign petitions? (because they want someone in authority to do something or change something).*

Ask students to decide which paragraphs (A–G) best fit the gaps. Ask students to work individually to complete the task, and monitor, offering support where necessary. Encourage students to give reasons for their choices.

- 2 G (*This is because* goes on to explain where there are such articles in the media; *discovered this* in paragraph iii refers back to the choice of words used in the media in paragraph G.)
- 3 A (*And this particular stereotype* in A refers back to the *commonly accepted negative image of young people as criminals* in paragraph iii; *uninterested in politics and other such things* in paragraph iv is linked to *care very little about people and the world around them* in paragraph A.)
- 4 F (*also ticked* refers back to *eighty percent of young people answered yes ...* in paragraph iv of the article; *This indicates* in paragraph v refers back to *helping support staff, etc.*)
- 5 C (*However, they* in C refers back to *young people keen to make a difference* in paragraph v; *those organisations and networks* in paragraph vi refers back to *charities, social enterprises and most importantly, collaboration online* in paragraph C; *In fact* in paragraph vi introduces statistics to support the fact today's teens see charities (etc) as more influential in paragraph C.)
- 6 E (The first line in paragraph E draws a conclusion from the statistics given in paragraph vi.)

- 7 Ask students to match words from the article with their definitions. Collect answers around the class. Encourage students to personalise the new vocabulary by asking them questions, e.g. *What are you uninterested in? Can you give me an example of self-centred behaviour?*

- 1 portrayed 2 irresponsible 3 considerably  
4 uninterested 5 seeking 6 effective, impactful  
7 self-centred 8 weakened

### extra: fast finishers



Ask stronger students to write sentences which are true for them, using the words from Ex 7.

## Sum up

- 8 Ask a student to read the questions. Elicit definitions for *opinion, evidence, persuasive* and *conclusion* and write them on the board. Give students time to answer the questions. Allow them to share ideas with a partner. Getting students to think about these questions helps them to develop critical reading skills and media literacy, a much-discussed 21st-century skill. Explain to students the rationale for doing a critical thinking activity like this. Elicit why it is important (because we need to be able to evaluate articles, and form our own conclusions).

- 1 The article puts forward the view that young people are portrayed negatively in the media when it isn't true and it's impacting on their work opportunities.
- 2 The author uses data from a survey. It is persuasive as it's a fairly large sample and includes students and teachers.
- 3 The conclusion is a youth worker suggesting people promote the positive things young people do online to try to change the stereotype about them.

## Speak up

- 9 Organise students into groups. Ask them to read the questions and discuss their ideas. Monitor as students do this, prompting and offering support where necessary. Then open this up into a whole-class discussion. Write any new language on the board for students to record in their notebooks.

### Possible answers

- 1 I agree. I think that young people are portrayed very negatively in the media. I suppose that the media outlets just want to make lots of money with attractive headlines.
- 2 In my country, teenagers are often stereotyped as being impolite and inconsiderate. This can end up having an effect on the way adults and older people treat them, and this can influence the way in which teenagers behave in response. It's a kind of vicious circle.
- 3 Old people: vulnerable, lonely, dependent, poor, unhappy, judgemental  
People from other cultures: exotic, mysterious, different, vulnerable  
Wealthy people: shallow, selfish, superficial, happy, fulfilled

### alternative: mixed ability



Ask weaker students to discuss the following questions in pairs or small groups.

- 1 What have you experienced as a teenager? Did any of the article ring true with you?
- 2 Where do these stereotypes come from? The media and where else? How do teenagers feel about these stereotypes?

## To finish

Ask students to think of another group in their country which suffers from stereotyping. If students need help with this, brainstorm a few ideas and write them on the board. Organise students into small groups. Tell them that they have been asked to create a campaign to raise positive awareness of this group. Give students three minutes to brainstorm ideas for how they are going to do this. Monitor as groups discuss their ideas, prompting where necessary, then nominate one student from each group to report back on their ideas. Ask the other students to listen carefully and provide feedback.

## Fun footer

Get students to read the footer and ask them whether or not they agree with it. Ask students: *Can you think of any other funny ways to describe what it means to be a teenager?*

Explain to students that the next lesson will focus on the passive voice. Ask them to complete the exercises on the passive in the Workbook in preparation for this.

Presentation tool:

Unit 3, Reading

Workbook / Online Practice:

WB pp24–25

Extra Practice App

## GRAMMAR SB p38

## To start

Organise students into groups of 3–4. Give students three minutes to remember as many facts as they can about the article they read in the Reading lesson. When the time is up, ask students to count their facts. Ask the groups to report back on the facts they recalled. The group with the greatest number of correct facts is the winner.

## explore grammar

SB p146 

## 1 Write the following two sentences on the board:

*They stole Marta's phone.*  
*Marta's phone has been stolen.*

Ask students: *Which sentence is active?* (the second); *Which sentence is passive?* (the first); *Why have we used the passive voice in the first sentence?* (Marta is the focus of the sentence and we don't know who stole her phone).

Read the text in the explore grammar box. Focus students' attention on the example sentences (they are from the reading text on the previous page). Ask students to identify the form of each passive, e.g. *is being + past participle*. Then write two more sentences on the board:

*Thieves steal hundreds of mobile phones every year.*  
*Very few of these are returned to their owners.*

Ask students: *Why has the passive voice been used in the second sentence here?* (It has been used to create cohesion in the text: the object of the first clause begins the next sentence.)

Elicit how we form the passive voice: present passive: *am/is/are + past participle*; past simple *was/were + past participle*; present perfect *has/have been + past participle*; future *will be + past participle*.

Encourage students to ask any questions they have about the passive voice.

watch out for 

Students might overuse the passive, or not use it at all because they don't really understand why and how to use this form. Take time to look at examples of the passive in context, eliciting why it has been used in each case.

- 1 present continuous passive
- 2 present perfect passive
- 3 past simple passive; present simple passive

2 Focus students' attention on the photograph. Get them to describe what they see (a young girl crossing her fingers behind her back). Ask students: *Do you ever cross your fingers behind your back when you're telling a lie? Do you do anything similar or does anything similar exist in your culture?*

Elicit why the person in the photograph is doing this. (In some cultures, people might do this when they're telling a lie in the belief that they can somehow escape punishment or any consequences for lying.)

Get a student to read the questions. Ask them to discuss their ideas in pairs. Monitor as students complete this task, offering support where necessary. Open this up into a whole class discussion. Ask additional questions like: *When is it OK to tell a lie? Do you think you are able to tell when someone is lying? What signs might there be that someone is telling a lie?* (lack of eye contact, going red, etc.).

## Suggested answers

I think it's OK to tell a lie sometimes. There are some situations in which you might hurt someone's feelings if you tell the truth. For example, if a friend has cooked dinner for you and asks you what you think of it – if you're really not enjoying it then you're not going to tell the truth, are you? I don't think it's ever OK to tell a lie. There are some situations where it makes life easier, but that still doesn't mean it can be justified.

## 3 Tell students they are going to read ten facts about lying. As a class, predict what these might be. Focus students' attention on the rubric. Ask them to choose the best option: passive or active. Allow students to discuss their answers with a partner. Monitor as students discuss their ideas. Help weaker students by getting them to look at the subject in the first sentence and asking them whether it would be better to keep this same subject in the next one. Check answers orally.

- 1 we tell ten lies (consistent subject – *None of us/we*)
- 2 They were caught out in three lies, they'd told the truth. (consistent subject – *participants/they*)
- 3 they'll have told their first lie (consistent subject – *a child/they*)
- 4 this has never been proved (Start with an idea from the previous sentence – *children cover their mouths/this*)
- 5 It may be linked to good social skills (consistent subject – *Early childhood lying/it*)

## 4 Students complete the rest of the facts. Point out that the words in brackets are in alphabetical order, not necessarily the order they should appear in the sentence. Allow students to check their ideas with their partner before conducting class feedback.

- 6 It has been established (consistent subject – *our ability to detect a lie/it*)
- 7 we give away lies with our body language (consistent subject – *we/we*)
- 8 They have been detecting (consistent subject – *machines/they*)
- 9 Alternative methods are currently being investigated (consistent subject – *Alternative methods/these methods*)
- 10 it will still not/it still won't have been created (consistent subject – *The perfect lie detector machine/it*)

extra: whole class 

Direct students to a news website and ask them to find news stories which contain examples of the passive. Get students to find and highlight the examples and decide why the passive is used there.

## the media

### To start

Organise students into pairs. Ask students to quickly tell their partner what they know is happening in the world today (give them a time limit of two minutes). Bring the class together and ask students to report back on the news they have heard. Write down any 'news items' your students give you. If you have time, set your board out a little like the front page of a newspaper and elicit some headlines. When you have collected the news, ask students questions: *Where did you read/hear this news? How do you know it is true? What newspaper does our front page most resemble? Is it like a quality newspaper or is it more like a tabloid or lifestyle magazine?* Generate as much language as possible.

**1** Focus students' attention on the title of the quiz. Ask students: *How much of your reading do you do online? What kind of things do you read about? What kind of texts are most likely to catch your attention when you are online?* Generate as much language as possible and write any new language on the board. Ask students to complete the sentences with the correct words. Collect answers around the class.

1 viral 2 eye 3 revelations 4 Sensational 5 objective  
6 biased 7 legitimate 8 human-interest

**2** Students complete the quiz in Ex 1. Draw their attention to the scoring system before they start and direct them to page 171 to read the results. Allow students to discuss their scores (and whether they think the quiz results are accurate) with a partner. Nominate a few students to report back.

**3**  3.1 Write *fake news* on the board. Ask students to tell you what this means. (It's a news story or news website which looks real, but has actually been made up.) Ask students: *Have you ever believed a fake news story? What was it?* Focus students' attention on the rubric. Ask them to share their ideas about the first question. Read the phrases in the box. Gauge students' understanding of 'checking stories' and 'confirmation bias', but don't tell students whether their ideas are correct or not. Then play the recording. Students make notes on the speaker's comments about the words in the box. Allow students to compare answers with a partner before conducting class feedback.

Reading headlines – Readers don't read the full story, just the headline and then share it.

Checking sources – Readers don't check whether the source is reliable.

Related stories – Readers see legitimate related stories so think the main story is also legitimate.

Repetition of stories – When people see stories repeated online, it makes them believe it's legitimate.

Confirmation bias – The idea that people want to read things that confirm their existing beliefs rather than contradict them so they read what they want to believe.

### game on

Model the activity with answers which are true for you. Ask students if they can predict your lie. Make the correct answer quite difficult to guess so that it encourages plenty of lively debate among your students. Then organise students into pairs to play the game. Nominate students to report back on something interesting they learned about their partner.

### Speak up

**5** Direct students to the questions. Organise students into groups and ask them to discuss. Monitor as students complete the task, offering support when necessary.

For question 2, encourage weaker students to think of situations where hearing the truth might be positive, e.g. when you have food on your chin, when you're going to buy new clothes or get a new haircut. And when it might be negative e.g. when you've already had the haircut!

#### Suggested answers

- 1 I think it's possible to tell, but only if you know the person very well. Then you'll be able to notice a difference in their eye contact and the tone of their voice. With strangers, it's much harder.
- 2 In some ways, the world would be a much better place. I think that people would be forced to behave themselves better, as they would need to tell the truth about their actions. In some ways, it might make it harder. Often we tell lies so as not to hurt people's feelings, so in many cases we might just end up saying nothing at all!

### To finish

In pairs, ask students to think of four famous sayings, e.g. *It is said that you'll have seven years of bad luck if you break a mirror*. Tell students to write the first half the sayings down on a piece of paper, then swap with another group to complete them. Circulate, checking students are separating the sentences logically so that there is enough information for the other pair to make an informed guess.

Presentation tool:	Unit 3, Grammar
Workbook / Online Practice:	WB p26
Photocopiable activity:	3A
Grammar reference:	SB p146

## collocations

## explore language

→ SB p160

- 4 Ask students to tell you what a collocation is. Get them to give you some examples of regularly occurring collocations, e.g. *make a decision, get fired, absolutely exhausted*. Read the explore language box with your students. Ask students to choose the correct collocations. Collect answers around the class. Elicit more collocations to go with *news*, e.g. *breaking news, break the news, hear the news, share the news, read the news* and more collocations to go with *happy*, e.g. *very happy, really happy, totally happy*.

1 gather 2 collect 3 extremely 4 highly

- 5  3.2 Focus students' attention on the words in the boxes. For words of over two syllables, ask students to tell you where the stress lies. Model the pronunciation of the new words. Ask students to form collocations by matching the words from the different boxes. Allow students to check their ideas with a partner before conducting class feedback.

contribute money; critically analyse; expose the lie;  
fall for a trick; go viral; high-profile; publicise their website;  
public figure

- 6 Students complete the sentences with collocations from Ex 5. Monitor as students complete this task, providing support where necessary. Check answers around the class.

- 1 falling for a trick  
2 contributed money  
3 critically analyse  
4 exposing lies  
5 high-profile  
6 website, publicise  
7 go viral  
8 public figures

- 7 Model the activity by choosing one of the statements and offering more information about it. For example: *I once embarrassed myself by falling for a trick and believing that something wasn't true. I read online that one of my favourite singers had died, so I posted on social media about how sad I was. I was really embarrassed (although very relieved) to find out I had been tricked and that the singer in question was still alive and well.* Monitor as students complete the activity with a partner, encouraging them to expand on their answers with examples and reasons.

## Possible answers

I know how to create a website and publicise it. My sister has a small online business where she sells jewellery she has made – I helped her design the website for that and we publicised it on social media.

I think it's harder for public figures to maintain their privacy these days, because the press have very small cameras with long lenses, and a photograph can spread around the world very quickly.

extra: critical thinking 

Ask students to work in pairs to find some recent online news stories about celebrities. Give students a couple of minutes to digest the main facts of the stories. Then ask them to show the photo accompanying the story to the rest of the class. Students should speak about their story, using the language they have learned in this lesson.

## Speak up

- 8 Ask students to work in pairs and discuss the questions. Monitor as students complete this task, offering support where necessary. Open this up into a whole-class discussion. Generate as much topic-related language as possible and write it on the board.

## Possible answers

- 2 I think that it's the responsibility of social media users to stop fake news spreading. We need to read news stories more critically. If something doesn't seem quite right then don't share it.
- 3 Look at the source and check it's legitimate. Look to see who the writer is. Is there a reason he/she might be biased? Is he/she in a position to have knowledge, e.g. a professor? Is it up-to-date? Is there evidence to support the claim in the news? Is it reliable? Look at sites like Snopes that fact-check stories.

## To finish

Ask students to pick three collocations they have learned in this lesson. Working in pairs, they should test their partner by taking it in turns to say one half of the collocation. Their partner should supply the other half. Students get a point for each time they correctly provide the second half of the collocation. The student with the most points in the pair is the winner.

Presentation tool:	Unit 3, Vocabulary
Workbook / Online Practice:	WB p27
Photocopiable activity:	3B
Extend vocabulary:	SB p160
Audioscript:	SB p180
Extra Practice App	

# LISTENING SB p40

## To start

Write the following headline on the board (this is a real headline from a British newspaper): *Expert claims parents are traumatising their children by lying about Santa Claus.*

Ask students to tell you what they think the article is about. Ask them: *Do you think it's OK for parents to lie to their children about Santa Claus? If so, why? If not, why not? Did you use to believe in Santa? How did you feel when you found out that he didn't exist?*

Organise a speed debate. Write the following sentence on the board: *We shouldn't lie to our children about Santa Claus.* Divide the class into two teams. Give the class a two-minute time limit. One team should think of reasons for this argument, and the other half should think of reasons against it. Conduct the debate. Each student should argue one point on behalf of his/her team (in larger classes, students could argue their points in their pairs). Award a point for each sensible argument. The team with the most points at the end is the winner.

## Power up

**1** Tell students about something you used to believe in, e.g. *When I was four, I believed that if I stepped on the cracks in the pavement something terrible would happen to me. I would walk along really carefully, taking tiny steps and occasionally giant leaps!* Focus students' attention on the rubric. Ask them to discuss their stories in pairs for a few minutes, and then conduct whole class feedback.

### Possible answer

I used to believe in the tooth fairy. As I got older, I started to realise that it wasn't true, but I still wanted to believe (and to get the money in exchange for my old teeth). When my mum told me the tooth fairy wasn't real I was secretly quite disappointed.

## Listen up

### exam tip

**2** Focus students' attention on the exam tip. Ask students: *Why can idioms sometimes be difficult to understand? (You often can't tell what the meaning of an idiom is, even if you understand the individual words it's made up of.)* Ask students to tell you the meaning of the highlighted idiom. Ask students if they have experienced this with their own parents or carers. Ask students: *Is this a positive thing or is it a negative thing?* Encourage students to give reasons for their answers.

It means they agree.

**3**  3.3 Focus students' attention on the five idioms. Ask if there are any in the list which they are already familiar with. Allow students to guess the meaning of the unfamiliar ones. Then play the recording, twice if necessary. Allow students to compare their answers with a partner before conducting class feedback. Ask students questions to help personalise the new idioms and aid recall, e.g. *Have you ever experienced someone turning a blind eye to something you have done? Have you ever needed to set the record straight? What was the situation? What do you do to help new English words and phrases stick in your mind?'*

- 1 consider information and try to understand it
- 2 not be forgotten
- 3 a secret purpose for doing something
- 4 ignore something
- 5 correct incorrect information

**4** Ask students to read questions 1–6 (focusing on the stems only). Ask students to tell you the topic of the podcast. Stress to students that this is a really good habit to get into for exams – quickly reading the questions and stems will help you to get the gist of what you'll hear. The rubric also gives information to help provide context.

The topic is false beliefs/misinformation.

### exam task: multiple choice: longer text

**5**  3.4 Play the recording, twice if necessary. Students listen and choose the correct answer. Check answers around the class.

- 1 D (*one political campaign caused so much misinformation to go round that I launched my website to try to set the record straight*)
- 2 C (*If the truth is no threat to us then we're happy ... But if the truth poses a threat to us in some way, we turn a blind eye to it*)
- 3 A (*Researchers concluded that it was the people's values that determined whether they did this*)
- 4 D (*the more willing they are to accept different people and ways of life, the more able they are to recognise false beliefs / if you recall a time you felt good about yourself, it actually makes you more open-minded and therefore able to report information accurately*)
- 5 D (*there's the interesting case of raw milk ... if I were those experts, I wouldn't try to present the correct facts*)
- 6 C (*What you need is all the people with the right knowledge to agree on what the right information is*)

### 3 Influence

LISTENING (Continued)

## Speak up

**6** Organise students into pairs. Ask them to read and discuss the question and the items on the list. Support weaker students by giving them a list of people to talk about within the categories, e.g. a politician, a newspaper, a food company, a CEO of a large multinational company. After students have had the chance to share their ideas, bring the class back together for a whole class discussion. Note down any new language on the board for students to record in their notebooks.

#### Possible answers

A politician – to get elected – people might believe it and elect the politician.

A food company – to sell their food, e.g. say it's healthier than it is – people buy it thinking it's something it isn't.

A CEO of a global company – to stop share prices from falling or to cause share prices to rise – people buy/sell shares and lose or make money.

#### extra: critical thinking

Organise students into pairs. Ask them to brainstorm the ways that you can check information you read online is accurate (e.g. check the source is reliable, check other sources and publications, consult experts in the field, go to a fact-checking website). Open this up into a class discussion and share ideas. Get students to share a few news stories they have heard recently. As a class (and using the methods that you have just discussed), check it for accuracy.

## To finish

Elicit the idioms students learned this lesson and write them on the board in any order. Tell students that they are going to devise a short drama sketch containing three of the idioms. This sketch must take the form of a very short story with a beginning, a middle and an end. Give students five minutes to prepare their sketch. Monitor, offering help and prompting where necessary. When time is up, students perform their sketches in front of the class. At the end of each sketch, ask the rest of the class to identify the idioms which had been included.

Direct students to the Workbook exercises on reporting verbs and the passive in preparation for the next lesson.

Presentation tool: Unit 3, Listening  
Workbook / Online Practice: WB p28  
Audioscript: SB p181  
Extra Practice App

# USE OF ENGLISH 1 SB p41

## To start

Write the following on the board: *Old wives' tale*. Ask students if they know what it means. Elicit that this is an old belief, which usually has no basis in science. Tell your students about some well-known old wives' tales, e.g. *Carrots help you see in the dark; You'll catch a cold if you don't dress warmly*. Give students a two-minute time limit. Ask them to think of as many old wives' tales as they can. Collect their ideas around the class and write them on the board.

## explore language

↪ SB p146

**1** Direct students to the explore language box. Focus students' attention on the second part of the first sentence: ... *there are health benefits to drinking raw milk*. Ask: *Do your parents believe this? Have you ever been told this? Do you agree with it or do you think that it's an old wives' tale?* Elicit the reasons we use the passive voice, returning to the explore grammar box on page 38 if necessary. Give students a minute to read the information in the box and complete the sentences. Allow students to share their answers with a partner before conducting class feedback. Ask students what they think about the claim about Barack Obama. Have they heard this before?

### watch out for

When introduced to a structure like this, students can overuse it. Stress that students only need use this when we don't want (or need) to state exactly who thinks, says or believes a particular thing.

1 is said 2 was once falsely claimed 3 is believed to be  
4 is still thought 5 to have given

**2** Students write statements using the prompts to help them. Encourage them to refer to the explore language box if necessary (stronger students can attempt to do this with this part of the book covered up). Check answers around the class.

- 1 Mount Everest is understood to be the highest mountain in the world.
- 2 It is often believed that body heat mostly disappears through the head.
- 3 Elvis Presley is understood to have had / was understood to have naturally black hair.
- 4 Blood without oxygen is known to be blue.
- 5 The Great Wall of China is believed to be the only man-made object visible from space.
- 6 People are considered to have more than five senses.
- 7 Einstein is believed to have done badly at school.
- 8 Water is reported to drain in different directions on each side of the equator.

**3** Organise students into teams. Give them a time limit of two minutes to decide whether the statements are fact or fiction.

**4**  3.5 Play the recording. Bring the class together and see which team has got the most correct answers.

1 Fiction 2 Fiction 3 Fiction 4 Fiction 5 Fiction  
6 Fact 7 Fiction 8 Fiction

**exam task: key word transformation**

Unlike in the Cambridge exam the sentence transformations test reporting verbs as this has been the focus of the lesson.

**5**  Students should work through the questions alone. Check answers around the class.

- 1 is often wrongly reported/reported wrongly (We begin the sentence with *It is often reported* ... because this is a passive sentence. We use *is reported* because we are referring to the present time period.)
- 2 was believed to provide (We use the past form because we are referring to past time period. When changing the sentence into a passive form the verb believed goes with the infinitive: *was believed to provide*.)
- 3 has been claimed that shaving hair (We use the present form as we are referring to present time period and we need the passive form: *it + passive reporting verb + that*.)
- 4 is often said (by parents) to (We use the present form as we are referring to the present time period. The passive reporting verb *said* goes with *that*.)
- 5 is still thought (that) (We use the present form, as we are referring to the present time period. The passive reporting verb *thought* goes with *that*.)
- 6 was once thought to stay (To refer back to a previous time, we use subject + passive verb+ (*not*) *to have + past participle*.)

**Speak up**

**6** Organise students into pairs. Ask them to make a list of any popular myths or superstitions they have heard of. Monitor as students complete this task, offering support when necessary. Conduct class feedback.

**alternative:** mixed ability 

In Ex 6, you can support weaker students by helping them translate myths from their own culture into English.

**To finish**

Ask a student to read the fun footer, and elicit its meaning: lies spread far more easily than the truth. Ask students: *In what situations would you tell a lie?* Organise students into pairs. Give them a minute and tell them to list as many situations as they can. When time is up, ask students to read their lists to the rest of the class. Ask students: *Do you agree with the items on the list? Are there any grey areas here? Is there ever any benefit in just being completely truthful, even if you know it's going to hurt someone's feelings?* Ask students to choose one of the situations from their list and to role-play it. Nominate a few students to perform their role-plays to the rest of the class. Ask students how they would behave in this situation. Get students to film their role-plays on their mobile phones (you may wish to set this as a homework task so that students can film on location, where possible). Play students' films on the IWB and elicit feedback.

- Presentation tool: Unit 3, Use of English 1
- Workbook / Online Practice: WB p29
- Grammar reference: SB p146
- Audioscript: SB p181
- Extra Practice App

**To start**

Ask students: *If you have any spare money, what do you spend it on?* Students may speak about clothes, make-up, music, equipment for their hobbies, etc. Ask students: *How do you decide what to buy and where to buy it? What influences you in your shopping choices?* Ask students to discuss their answers with a partner for a moment, before opening this up into a whole class discussion.

**1** Focus students' attention on the photograph. Elicit the word *vlogger* and ask students: *What do vloggers do?* (They create video blogs, which can sometimes generate revenue for them.) Ask students if there are any vloggers in the class and get students to complete the questions with the correct words. Conduct class feedback.

- 1 appeal 2 influence

**explore language**

**2** Read the advice in the explore language box with the class. Elicit why it is important to read example sentences (because you can learn which words are commonly found together and this helps you to speak English more fluently). Ask students to use a dictionary to check their answers to question 2. They can use the Longman Exams Dictionary or Longman Dictionary of Contemporary English online at [www.ldoceonline.com](http://www.ldoceonline.com).

**3** Bring the class together and encourage students to tell you about any particular vloggers they like. Ask them: *Why do you like this vlogger? What makes his/her videos watchable?*

**watch out for** 

If students have fixed (incorrect) ideas about the meaning of a word, it can take time to dislodge them. Encourage students to read example sentences in the dictionary when they come across new words, as this will provide examples of the word in context.

**4** Ask students to read the sentences and choose the correct word. Conduct class feedback. Encourage students to justify their answers, giving reasons for why the other options are incorrect.

- 1 form (*aspect* means *part* or *feature*, which doesn't fit the sentence)
- 2 audience (*crowd* describes people gathered in a public place; not a vlog)
- 3 feature (*element* doesn't usually collocate with *striking*.)
- 4 regarded (*to be* would have to follow *considered* for it to be correct)
- 5 meaning (*are of* would come before *less significance* for it to be correct)
- 6 Consumers (*clients* purchase a service, not a product)
- 7 event (*activity* describes things people do to achieve a goal rather than one singular occasion)
- 8 allow (*allow* something, *approve of* a person)

**exam task: multiple-choice cloze**

**5 e** Focus students' attention on the title of the article. Ask students to predict what they think the answer will be about. Encourage students to give reasons for their predictions. Students should then read the article, and decide which answer best fits the gap.

- 1 B (*a simple appeal* is a collocation. It refers to people following vloggers.)
- 2 B (*public figures* is a collocation.)
- 3 A (*rates* refers to payment and is a collocation with *charge*.)
- 4 D (*jump(ing) at the chance* is a set phrase.)
- 5 B (*way* is the only word that can be followed by *to*.)
- 6 A (*highly influential* is a collocation.)
- 7 C (*products* refers to items made by a company that vloggers are paid to promote.)
- 8 D (*spot* means *notice* and refers to fans noticing that vloggers are being paid to promote products.)

**exam tip**

**6** Focus students' attention on the exam tip and read it together. Give students a minute to check their answers to Ex 5. Then conduct class feedback. If a student gives an incorrect answer, work together to show why it is incorrect (either because of its meaning, collocation, etc.).

**7** Ask a student to read the questions. Then organise students into pairs and ask them to discuss their ideas. Monitor as students complete the task, offering language input when necessary. Then nominate a student from each pair to report back on their ideas.

**Possible answers**

- 1 I think it depends on what the product is. If it's a product that the vlogger likes and might use anyway, then it's probably not so bad. Anyway, most people know that a lot of vloggers are paid to sell products, so it's not as if the vloggers are really fooling anyone.
- 2 I suppose my friends influence what I purchase to some extent, as we often like the same things and will buy similar things too. I'm also influenced by how 'green' a product is and I'll usually want to see that a product has been made in an ethical way.

**Fun footer**

Read the footer with the class. Ask students: *Have you ever experienced the hard sell? Did you end up buying? Can you think of examples of when you have been soft sold a product? What techniques did the salesperson/company use to get you to buy their product?*

**To finish**

Ask students: *What is the secret of a good advertising campaign?* Elicit answers such as: *humour, good looking models, memorable music, selling a lifestyle rather than a product.*

Tell your students that their school or college is looking to attract more students and teachers. Put your students into small groups and give them five minutes to come up with a one-minute script for a short film advertisement for the school. Tell your students that their advert has to include five new words they've learned this unit, three key selling points of the school or college and some humour.

Circulate as students write their scripts, offering support where necessary. Students then read (or perform) their script to the rest of the class. Students vote for the script which is likely to attract the greatest numbers of students and teachers.

Alternatively, ask students to film outside class time, then play the films to the class at the beginning of the next lesson using the IWB, if possible.

Presentation tool:	Unit 3, Use of English 2
Photocopiable activity:	3C
Workbook / Online Practice:	WB p30
Extra Practice App	

## To start

Ask students to choose five words they have learned in the unit so far. Give them a minute to write sentences containing these words. The new word, however, must be blanked out. Students should then swap books with their partner, who has to complete the sentences. They should hand their sentences back to the writer, who will correct them. Collect sentences around the class, making adjustments and corrections where necessary.

## Power up

**1** Focus students' attention on the diagram and the question. Then look at the words in the box. Ask a student to read the words. Ask students to suggest how these words could be used to discuss the question. Elicit phrases and write them on the board. Organise students into pairs. Ask them to think of three more words or phrases they could use. Collect ideas around the class and write them on the board.

### Possible answers

Teachers broaden children's minds and are a good role model; children have admiration for their parents; neighbours are influential in demonstrating good social skills; celebrities inspire children to achieve something; friends reassure you that what you're doing is okay.

**2** Keep students in their pairs. Ask them to discuss the question in Ex 1. They should use the words in the box and the language you have written on the board to help them. Monitor as students do this task, prompting weaker students and challenging stronger students. Record students' ideas on the board in order to refer to them in the next exercise. Try to establish who students think has the most influence, then ask students: *Who do you think has the least influence? Why do you think this is?*

### Possible answers

I think that teachers provide important role models for children and they can inspire them to follow their dreams. Parents are very influential. It's important that they are able to reassure children as they go through difficult periods in their lives.

Children also have a lot of admiration for celebrities, and often want to copy their style and behaviour.

**3**  3.6 Tell students they are going to listen to two people discussing the question in Ex 1. Ask students to note down the things which they have not already mentioned. Play the recording, twice if necessary.

**4** Students match the phrase halves. Explain to students that they will check their answers in the next exercise.

**5**  3.7 Play the recording one more time. Ask students to check their answers. Collect answers around the class. Encourage students to say the whole phrase with the correct stress. Drill pronunciation where necessary.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 F (main stress: <i>parents</i> ) | 5 G (main stress: <i>mean</i> )    |
| 2 E (main stress: <i>agree</i> )   | 6 D (main stress: <i>mean</i> )    |
| 3 H (main stress: <i>next</i> )    | 7 B (main stress: <i>say</i> )     |
| 4 C (main stress: <i>saying</i> )  | 8 A (main stress: <i>parents</i> ) |

## explore language

**6** Focus students' attention on the explore language box and on the conversational strategies. Elicit when you would need to use these phrases, e.g. *When would you need to redirect the discussion?* (if the conversation has gone off-topic or if the discussion is getting heated); *When would you need to ask for clarification?* (if you don't understand something); *When would you need to interrupt politely?* (if someone is talking too much, and you want an opportunity to get your point across). Ask students to match the functions with the phrases from Ex 4. Check answers around the class. Elicit more phrases for the functions and write them on the board.

- 1 begin the discussion (Also: *Shall we start with ...*)
- 2 ask for agreement (Also: *Do you agree?*)
- 3 change the subject (Also: *Let's go onto ...*)
- 4 redirect the discussion (Also: *You said that ...*)
- 5 disagree politely (Also: *That's a good point but ...*)
- 6 ask for clarification (Also: *Can you explain that?*)
- 7 interrupt politely (Also: *Let me just say that ...*)
- 8 come to a conclusion (Also: *So, we agree that ...*)

### watch out for



Students can find it hard to change the subject in a subtle and polite way. Elicit ways of doing this, focusing on the correct intonation and sentence stress as you do so.

## Speak up

**7** Make sure that students choose a different partner to work with this time and assign each student a role: A or B. Ask them to discuss the same topic from Ex 1. This time, however, they need to use the phrases from Ex 4. Monitor as students are doing this, noting down times when the phrases are used correctly.

### exam task: collaborative task

↪ SB p164

**8** **e** Direct students to page 171. Ask them to complete the task using the phrases they have learned from Ex 4. Monitor, encouraging students to use the phrases appropriately. Conduct class feedback.

#### Possible answer

- A:** Let's start with vlogs. I think that these probably have the greatest influence on most people. Would you agree?
- B:** Well, yes and no. They certainly do have a great influence on people our age, but I'm not too sure about older people. I think they'd be more influenced by television.
- A:** I know what you mean, but I don't think that many people watch television any more. People do most of their viewing online – YouTube and things like that.
- B:** Hm, yes – maybe you're right. Shall we move onto the next one? Do you think film has much influence on people nowadays?

## SPEAKING (Continued)

- A:** To some extent, yes. If a film is really popular it can influence the way people dress, the music they listen to – maybe even how they speak!
- B:** Yes, that's right. So many English-speaking teenagers speak with American accents and use American English words because of watching Hollywood films. So, we agree that films can be influential. What about magazines?
- A:** I don't think that magazines or newspapers have much influence at all. Print media is probably on its way out.

**extra**

Get students to record their conversations on their phones. They should then swap devices with another pair, who listen and give feedback on their classmates' work.

**Speaking extra**

- 9** Give students a minute to read the questions in silence and jot down some ideas. Organise students into pairs and ask them to share their thoughts. After a few minutes, ask pairs to find another pair to share their ideas with. Finally, bring the whole class together and generate discussion.

**Suggested answers**

- 1** My big brother has been very influential on my taste in music – he has always shared what bands he's into with me and we like a lot of the same things.  
My best friend inspired me to get into running – she talked me into going out for a run with her and we've run together ever since.  
My taste in fashion is influenced by the music that I like and the way that my favourite singers dress.
- 2** I agree with this to some extent. The eldest children I know are usually really confident and ambitious, and a lot of the middle children I know seem to lack confidence and direction. However, I am sure there are exceptions to this!
- 3** Fashion magazines and blogs have a huge influence on me – the way I dress and the things I want to buy.

**To finish**

Ask students to group themselves depending on their position in the family, whether they are eldest, middle, youngest or only child. They should work together to make a list of the advantages and disadvantages of their position in the family. Once they have had time to do this, mix up the groups so that eldest children, middle children, youngest children and only children are working together. Ask them to share their ideas with each other. Finally, open this up into a class discussion. After the discussion, ask students: *What do you think the best position is? Why do you think this? Are there any disadvantages? Does your position in the family really shape your personality?*

Presentation tool:	Unit 3, Speaking
Workbook / Online Practice:	WB p31
Speaking file:	SB p164
Audioscript:	SB p182

**WRITING** pp44–45**To start**

Write the following rhyme on the board:

*What are little boys made of?  
Snips and snails and puppy dog tails  
That's what little boys are made of!  
What are little girls made of?  
Sugar and spice and all things nice.  
That's what little girls are made of!*

Tell students this is a traditional English rhyme, which is still popular. Ask students to tell you about similar rhymes in their culture: *Do you think that there is any truth in rhymes like these? Are boys and girls really that different or is it society that shapes them to be this way? Are rhymes like this one just harmless fun or can they result in problematic attitudes towards both girls and boys?*

**Power up**

- 1** Ask a student to read the questions, then focus their attention on the images. Ask students to work on pairs to discuss their ideas, before opening this up into a whole class discussion. Encourage students to say more by talking about particular magazines they have seen and read and giving specific examples. Ask students: *How might your life be affected by lack of confidence? Can you give me any examples?* (Students might suggest body image issues, lack of success in exams or in the workplace, bullying, etc.)

**Possible answer**

- 1** Students' own answers.
- 2** Girls may have less confidence than boys because they are told by the media from an early age that they are less strong and not as intelligent as boys are. Stories and films often have strong and decisive male characters (compared with weak and passive female ones); children's clothes shops dress little boys as explorers and little girls as princesses and popular magazines constantly criticise women for not looking absolutely perfect.

**Plan on**

- 2** Give students a minute to read the task. Students work in pairs to think of one more suggestion for how young women might become more confident for each prompt. Collect answers around the class.

**Possible answers**

Parental support: parents can make sure not to use sexist language at home; parents can make sure they don't unthinkingly relegate household chores to their daughters (and not their sons); parents can use every opportunity to give their daughters constructive praise

Encouragement at school: Special initiatives can encourage more girls to take science subjects; inspirational female speakers can be invited to the school to talk to pupils; more female writers on the literature curriculum

Influence of the media: TV presenters should be chosen for their ability, and not just their looks; there should be a greater amount of strong female characters in films and TV programmes for young people; there should be more gender-neutral TV shows

- 3 Give students a minute to read the essay. Ask students to share their initial responses to the essay with a partner, before reporting back to the rest of the class. Ask students to identify the main points of each paragraph with a partner. Monitor as students do this, offering support where necessary. Conduct class feedback.

Main points:

Paragraph 1 is the introduction.

Paragraph 2 suggests schools provide confidence building activities for girls.

Paragraph 3 suggests the media change their focus with regards to women and girls.

Paragraph 4 is the conclusion and says which idea is likely to be most successful.

## Plan on

- 4 Focus students' attention on paragraph 2. Students match the sentence with its purpose. Then ask them to look at paragraph 3. Ask students to identify the main idea, the reason or explanation and the conclusion.

1 C 2 A 3 A 4 B

Yes, paragraph 3 follows a similar pattern.

## explore language

- 5 Read the explore language box with your students. Ask students to check their answers to Ex 4. Conduct class feedback.

### watch out for



Students might find it difficult to develop their ideas coherently. A common problem is writing a main sentence and then not backing it up with adequate explanation or illustration. Give students the opportunity to discuss their ideas before they start writing.

- 6 Recap on the order in which ideas should be developed in a paragraph (main idea, reasons or explanations and conclusion). Ask students to put the paragraph in the correct order, by following the structure in the language box. Check answers orally.

3, 2, 1, 4

- 7 Focus students' attention on the list. Ask them to find an example phrase in the essay for each of the items. Collect answers around the class.

1 From my perspective 2 This is because 3 for instance  
4 To sum up

- 8 Elicit different ways in which students can make their writing more cohesive: linking words, cohesive tenses. Continue eliciting until your students suggest pronoun reference. Focus students' attention on the text and ask them to complete the gaps with one word only. Allow students to check their answers with a partner before conducting class feedback.

1 they 4 their/such  
2 This 5 them  
3 this 6 this/that

## Write on

### exam tip

- 9 Tell students to turn to page 172 in the Student's Book to read the task, then ask a student to read the exam tip on page 45. Organise students into groups and ask them to brainstorm reasons for young people's lack of interest in studying science. Collect feedback around the class. (Possible ideas: girls aren't encouraged to study science, there aren't enough role models, girls tend to be pigeon-holed, young people aren't aware of important jobs in science.) Put students back into their groups and ask them to think of possible solutions to these problems. Monitor as students complete the task, prompting weaker students and challenging stronger students. Tell students that they will be writing an essay plan in Ex 11 and that they should note down their ideas in preparation for this.
- 10 Nominate a student from each group to report back on their best idea. Conduct a class vote on the best idea.
- 11 Direct students to the paragraph plan. Ask them to complete it with ideas from Ex 9. Go around the class as students do this, checking their ideas and anticipating any issues with the essay's structure.

### exam task: essay

→ SB p166

- 12 **e** Students write their essay. When they have finished writing, ask them to look back at Ex 4. Tell them to use the items A, B and C as a checklist against which to measure each paragraph.

#### Model answer

Science is often perceived as a difficult subject at school. As a result, some students choose to drop science in favour of subjects perceived as less challenging, such as media studies. This essay will suggest two strategies for persuading more young students to take up science at university.

The first strategy is for the government to employ a higher number of female science teachers in schools in order to provide a larger number of role models for girls. As science is often considered to be a subject for boys, it leads to fewer girls studying it. If more girls chose the subject at school, they might also choose to study it at university.

A second strategy is for the government to provide financial incentives for young people who choose to study on a science course at university. These benefits could be provided at the end of the course to help graduates make the transition between university and work. Alternatively, they could be in the form of a grant to help undergraduates live while at university. Either way, students could be encouraged to study science if they knew they had financial support.

In conclusion, the government could encourage more young people to take science courses at university by employing more female science teachers in schools or by providing financial benefits. I believe the latter would be the most successful as university can be expensive for young people and their families and so the money would be a good incentive to take up a science subject.

## Improve it

- 13** Ask students to swap their pieces of writing with their partner. Give them a minute to read and answer the questions about their partners' work.

The purpose of asking students to peer-assess each other's work is to encourage them to support each other with feedback. The questions provide guidance so students know what to look for and comment on. This kind of task helps learners to develop the skills they need to be able to assess their own work which is a key skill in the ability to understand where they are in their own learning and how they need to move forward. It also helps to them to develop learner autonomy.

### alternative

If you prefer not to use peer assessment, ask students to read their own piece of writing in Ex 13 and answer the questions.

- 14** Ask students to share their feedback with their partner. Before they do this, model constructive criticism. Stress the importance of being truthful, yet kind. Monitor students as they provide their partner with feedback. Encourage students to listen attentively and take notes.

- 15** Give students time to revise their essay. Ask them to read it themselves. They should also answer the questions in Ex 13 with regards to their own work. Finally, ask students to check their work for errors in spelling and punctuation.

## Fun footer

In order to stress the importance of accurate punctuation, refer students to the footer and ask them to explain the difference in meaning between the two sentences. Ask students if they can think of any more examples like this one or write the following sentence on the board and see if students can create another meaning by adding punctuation: *The man dropped the bullet in his mouth.* (This can be changed to: *The man dropped, the bullet in his mouth.*)

## To finish

Tell students that they are going to practise their fluency by playing the game 'Just a Minute'. Distribute small pieces of papers and ask students to write down a topic they have enjoyed discussing in this unit. Collect the pieces of paper and put them in a hat (or similar container). Nominate a student to pick a piece of paper from the hat. They need to talk about the topic for one minute without deviation, repetition or hesitation. If they do any of these three things, they have to stop talking and it is the turn of the next student. Alternatively, students can play the game in small groups to build their confidence before making it a whole class activity. Note down any errors (or examples of good language) for use in class feedback.

Presentation tool:	Unit 3, Writing
Workbook / Online Practice:	WB p32
Writing file:	SB p166

# SWITCH ON p46

## Fashion followers

- 1** Before class, do an online search to find out about a vlogger you think your students would find interesting and find a short clip to play in class. (Watch the clip first to check that it is suitable for your students). In class, organise students into pairs to discuss the questions. When students have had time to share their ideas, conduct class feedback.

### Possible answers

- I think that Zoella is a really influential vlogger. Companies pay a fortune to advertise their products through her, so people must be listening to what she says.
- Zoella's main audience would be (mainly) females who are interested in fashion and beauty.
- Zoella influences her audience to buy certain things by what she chooses to wear, how she styles her hair and the products she talks about.

- 2**  Tell students that they are going to watch a video about a successful blogger. Read the task with your class and play the recording. Allow students to share their ideas with a partner before checking answers around the class.

- She wanted to share advice about how other women could follow trends.
- She wanted to start a community and hear from other women about how they shopped.

- 3** Read the rubric with the class and ask students to complete the task in pairs. Organise students into larger groups so that they can check their answers.

- not having to answer to anyone
- flexibility around her schedule
- being able to say yes or no to work

- 4**  Ask a student to read the rubric, then focus on the definition of 'trolling'. Ask students to describe any instances of trolling they have seen or heard about, if appropriate. Play the recording again so that students can complete the task.

### Possible answers

- Gabi knows that trolling will always happen as long as the internet exists.
- She says that she mostly ignores trolling comments although she acknowledges it is a difficult issue for many people.
- She says she's 'authentic' to herself, meaning that she is confident and unfazed by trolls.

- 5 As a class, read the question and brainstorm some ideas. Give students a time limit of five minutes to write their paragraph. Monitor as students do this, offering support where necessary. Get students to read their paragraph to their partner. Then nominate a couple of students to read their paragraphs to the rest of the class.

#### Suggested answer

Bottle flipping is an activity challenge in which someone has a bottle of water that contains some liquid and attempts to throw it so that it rotates and lands on its base, standing upright. People filmed themselves doing it in a variety of situations and it soon spread across the internet becoming hugely popular. Many people took part but mostly children and teens. It's a very satisfying challenge to complete and it almost becomes addictive as people try over and over again to get it right. The effect was that schools had to ban the game because children were doing it in the classroom, which was a huge distraction.

## Project

- 6 Ask a student to read the rubric, then organise students into groups of three. Help students decide how to go about their campaign. They can make a video, prepare a short podcast or write a blog post (with images). Areas of expertise in the blogging world include writer, designer, tech support, promotion and marketing for social media.

### alternative



Rather than a product or brand, students might prefer to design an action campaign, e.g. to prevent trolling. Put students in groups of 3–4. They should research some facts about trolling in their internet communities, gather their arguments and recommendations and plan a campaign. Suggest that they include the following three parts in their campaign.

- 1 A blog piece describing the current situation with regard to trolling, the effects it has on young people in their age group and the action they propose to counter it.
- 2 A vlog interview with someone who has had personal experience of being trolled or knows someone who has and can explain the effects on their lives.
- 3 A tweet of no more than 280 characters announcing the campaign with links to the blog and vlog and hashtags for important search words.

Presentation tool:

Unit 3, Switch on

Switch on videoscript:

TB p178

# INDEPENDENT LEARNING

SB p46

## Skill assessment

- 1 Ask a student to read the rubric. Give students time to look through the unit and come to their own decisions but offer them the opportunity to ask questions and to discuss their progress with you.
- 2 Allow students to discuss their ideas with a partner before conducting class feedback. Encourage students to give reasons for their answers.
- 3 Organise students into groups to discuss their least favourite skills. Is their least favourite skill one which they need to work on more? Allow students to discuss what makes them difficult, then collect students' tips around the class and record them on the board.
- 4 Give students time to write down their tips.

### extra: fast finishers



Fast finishers could compile a list of tips and make them into a poster for classroom reference.

# UNIT CHECK

SB pp47-48

Note on core language: This Unit check covers media collocations, idioms, words with similar meanings, the passive voice and substitution.

## extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Ask students to make sentences which are true for them using the collocations.

## Vocabulary

- 1** 1 revelations 2 biased 3 public eye 4 legitimate  
5 fall 6 exclusive 7 viral 8 publicise
- 2** **3**  3.8 and 3.9  
1 rate 2 chance 3 stick in my mind 4 blind eye  
5 appeal 6 event 7 significance 8 method
- 4** 1 broaden your mind 2 admiration 3 a role model  
4 transformation 5 dig 6 outweigh

## Review

- 1** 1 have recently been spotted  
2 was seen  
3 have just been found  
4 have recently been photographed  
5 are regularly lost  
6 are currently being investigated  
7 were reported  
8 had been completely abandoned
- 2** 1 the Yeti  
2 the Loch Ness monster  
3 the Nazca Lines  
4 the Cottingley fairies  
5 the Bermuda Triangle  
6 a strange humming sound that people could hear in Taos  
7 large cats are often sighted in the Australian outback  
8 the *Marie Celeste*
- 3** 1 as 2 one 3 was 4 did 5 which 6 to 7 far  
8 been
- 4** 1 is thought to live  
2 was taken by a photographer who  
3 of the monster whenever they hear  
4 is now understood to be  
5 most of whom come in  
6 did was /has done is make
- 5** Students' own answer.

# GRAMMAR FILE

SB p147

- 1** 1 can be increased 2 is decreased 3 were raised  
4 has been affected 5 will probably be influenced  
6 will have been shaped
- 2** Each choice is made in order to keep the subject consistent.  
1 we are tempted  
2 we will be encouraged  
3 causes us  
4 was published  
5 we are motivated (NB: The other option would also work as it links back to the previous mention of 'self-control'.)  
6 you next need encouragement  
7 you do that
- 3** Each choice is made in order to keep the subject consistent.  
1 They are linked  
2 they may be negatively affected  
3 they discovered  
4 They are all lowered  
5 they take  
6 you have been rejected
- 4** 1 is said to have changed  
2 is thought to have  
3 is also known to have caused  
4 are believed to focus  
5 are thought to result  
6 is estimated to have occupied
- 5** 1 The birth order of siblings is said to influence/have influenced us as children.  
2 It is now thought that parents' expectations are the cause.  
3 It is believed that most parents assign a role to their children according to their birth order.  
4 Middle children are generally thought to be the negotiators.  
5 For centuries, older children have been expected to take the role of leader.

Presentation tool:	Unit 3, Unit check
Workbook / Online Practice:	WB p33
Audioscript:	SB p182