

Unit 4 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		GAME Sentence Stacker (News categories)
	2 Perspectives		
	3 Grammar Focus		SB Unit 4 Grammar plus, Focus 1 SS Unit 4 Grammar 1 GAME Sentence Runner (Past continuous vs. simple past)
	4 Pronunciation		
	5 Listening		
	6 Writing		WB Unit 4 exercises 1–4
CYCLE 2	7 Conversation		SS Unit 4 Speaking 1–2
	8 Grammar Focus	TSS Unit 4 Grammar Worksheet TSS Unit 4 Writing Worksheet	SB Unit 4 Grammar plus, Focus 2 SS Unit 4 Grammar 2 GAME Say the Word (Past continuous vs. simple past and past perfect)
	9 Word Power	TSS Unit 4 Vocabulary Worksheet TSS Unit 4 Listening Worksheet TSS Unit 4 Extra Worksheet	SS Unit 4 Vocabulary 1–2 GAME Spell or Slime (Events)
	10 Speaking		
	11 Interchange 4		
	12 Reading	TSS Unit 4 Project Worksheet VID Unit 4 VRB Unit 4	SS Unit 4 Reading 1–2 SS Unit 4 Listening 1–3 SS Unit 4 Video 1–3 WB Unit 4 exercises 5–9
With or instead of the following SB section		You can also use these materials for assessment	
Units 3–4 Progress Check		ASSESSMENT PROGRAM Units 3–4 Oral Quiz ASSESSMENT PROGRAM Units 3–4 Written Quiz	

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

4

What happened?

- ▶ Describe past events
- ▶ Tell stories

1 SNAPSHOT

NEWS

Several Streets Closed After "Suspicious Package" Was Found



HEALTH

Why Weight Loss Isn't the Same as Being Healthy



TRENDING TOPICS

The Earth Is Getting Warmer and the Signs Are Everywhere



ARTS

The Top-Rated TV Shows You Need to Be Watching Right Now

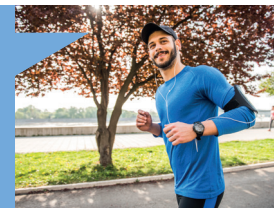
SCIENCE

Women Need More Sleep Than Men Because They Use More of Their Brains



TECH

Here Are the Five Must-Have Apps for Runners



Which story would you like to read? Why?
 What types of stories do you usually read online?
 Where do you get your news? What's happening in the news today?

2 PERSPECTIVES Listen up.

- ▶ A Listen to what people are listening to on their way to work. Which stories from Exercise 1 are they related to?

Hey, I just downloaded this incredible app. I used it this morning and I think you're going to love it. While I was working out, it calculated exactly how many calories I burned. The bad thing is, it tells me I still need to run about 4 miles to burn off last night's dinner.

As scientists were doing some research on the effects of sleep deprivation, they discovered that women need about 20 more minutes of sleep a night than men do. They think the reason is that women tend to do several tasks at once, which makes their brains work harder.

Hi, Jeff. We're canceling our meeting in the downtown office this morning. We just learned that the police have closed all the streets in the area. It seems that a man was looking for his lost cat when he found a suspicious package inside a trash can. In the end, it was just an old box of chocolates.

- B Which is a message from a co-worker? a message from a friend? a podcast?

4

What happened?

Cycle 1, Exercises 1–6

In this unit, students focus on storytelling and describing past events. By the end of Cycle 1, students will be able to describe past events using the simple past and past continuous. By the end of Cycle 2, students will be able to tell stories using the past perfect tense.

1 SNAPSHOT

Learning Objective: discuss different types of stories

- **Option:** Hold a brief discussion about news. Ask: "Who follows the news? How do you get your news? What news do you find interesting? How important is it to keep up-to-date?"
- Books closed. Brainstorm with Ss about online newspapers. Ask what sections, or categories, they contain. Ask Ss to write their ideas on the board.

TIP

To introduce a new unit, ask Ss motivating questions and elicit information related to the unit topic. If possible, bring – or ask Ss to bring – realia to class (e.g., for this unit, printouts or screen shots of online newspapers, local and/or international).

- Books open. Say that this Snapshot lists popular categories of online news. Read the categories. Ss circle categories that match the ones they brainstormed.
- Elicit or explain any new vocabulary.

Vocabulary

top-rated: very popular or successful
must-have: an object that many people want to own

- **Option:** Ss look through printouts of online newspapers or view them online. Ask Ss to find the categories listed in the Snapshot. Encourage Ss to note any others they find.
- Read the questions.
- Ss discuss the focus questions in pairs or small groups. Set a time limit of about five minutes.

2 PERSPECTIVES

Learning Objective: identify different types of stories that use the past continuous and simple past in context

A [CD 1, Track 27]

- Books closed. Explain the task.
- Play the audio program. Ss listen to three things people are listening to. Ss decide which story in Exercise 1 each item relates to. Pause after each item to give Ss time to write down key words about each one.
- Elicit answers from the class. For each item, ask: "Which words told you the answer?"

Answers

1. Here Are the 5 Must-Have Apps for Runners
2. Women Need More Sleep Than Men Because They Use More of Their Brains
3. Several Streets Closed after "Suspicious Package" Was Found

- Books open. Play the audio program again. Ss listen and read.
- Elicit or explain any new vocabulary.

Vocabulary

incredible: extremely good
work out: exercise to improve the strength or appearance of your body
burn: exercise to work off calories that you have eaten
sleep deprivation: a situation in which you do not sleep
look for: try to find someone or something
suspicious: making you feel that something illegal is happening or that something is wrong

B

- Focus Ss' attention on the title of the exercise: "Listen up." Explain that this phrasal verb is an informal way to make people listen to you.
- Explain the task. Ask a S to read the first story aloud. Elicit the answer from the class. (Answer: a friend)
- Ss work individually for a few minutes. Elicit the answers from the class. Ask "Why do you think it's from a friend, a podcast, or a co-worker?"

Answers

1. a friend
2. a podcast
3. a co-worker

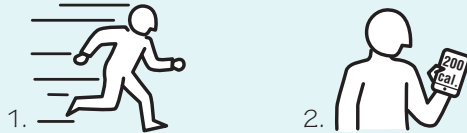
3 GRAMMAR FOCUS

Learning Objective: use the past continuous and simple past to describe past events

▶ [CD 1, Track 28]

Past continuous vs. simple past

- Draw two pictures on the board. One picture shows a man working out. The second shows the man looking at his smartphone.



- Focus Ss' attention on the Perspectives on page 22. Ask Ss to find the sentence that fits the pictures. Write it on the board. Underline and label the sentence like this:

While I was working out, it calculated how many calories I burned.
past continuous simple past

- To help Ss see the relationship between the tenses, ask questions like these:
 1. [point to first picture] What was the man doing here? Is *working out* a "continued" action that lasted for some time?
 2. Was the action of *working out* interrupted by another action?
- Say that the past continuous (*was working out*) describes an ongoing action in the past. The simple past (*calculated*) is a shorter complete action. It takes place at one moment and interrupts the ongoing action.
- Ask Ss to look for past continuous and simple past verbs in the Perspectives on page 22. Tell Ss to underline past continuous verbs and put a circle around simple past verbs. (Answers: Past continuous verbs: *was working out, were doing, was looking for*; simple past verbs: *downloaded, used, calculated, burned, discovered, learned, found, was*)
- Focus Ss' attention on the Grammar Focus box. Point out the adverb clauses with *while* and *as*. Say that these clauses cannot stand alone as a sentence. When an adverb clause comes before the main clause, it has a comma.

- Next, point out the clause with *when* in the second column. When an adverb clause comes after the main clause, it does not have a comma.
- Play the audio program. Ss listen and read or repeat.

! To practice the sentences, try the activity **Split Sentences** – download it from the website.

A

- Explain the task.
- Ss complete the task individually. Tell Ss to read each story once before filling in the blanks. This will help Ss understand which action was ongoing and which action interrupted it.
- Elicit or explain any new vocabulary (e.g., *thrift shop* is a shop in which a charity or a small business sells used goods given by the public).

! To help Ss with vocabulary in this exercise, try the **Vocabulary Mingle** – download it from the website.

- Ss work in pairs to compare answers.

Answers

1. Marcia Murphy **donated** her old pants to a thrift shop. As she **was walking** home, she **remembered** she **left** \$20 in her pants pocket.
2. Jason Clark **was walking** home one day, when he **saw** a little puppy crying on the sidewalk, so he **stopped** to help. As he **was picking** him up, a woman **came** from nowhere screaming: "Stop that guy. He's trying to steal my puppy." Jason **ended** up spending three hours at the police station.
3. On her birthday last year, Diane Larson **was driving** to work when she **had** a bad accident. This year, just to be safe, she decided to stay home on her birthday. Unfortunately, that night while she **was sleeping** in her apartment, the floor of her living room **collapsed** and she **fell** into her neighbor's apartment.

B Group work

- Explain the task.
- Ss work in groups of three. Ask each S to reread a different story from Part A and note four or five key words or phrases. Ss use their notes to retell the story. Remind Ss to add new information or a new ending.

4 PRONUNCIATION

Learning Objective: use correct intonation to sound more natural when using complex sentences

▶ A [CD 1, Track 29]

- Point out that each clause has a falling intonation pattern. This helps the listener follow the two groups of ideas in a long sentence.

- Play the audio program. Ss listen and repeat.

B Pair work

- Explain the task. Ss work in pairs to make complex sentences with *while* or *as* and the past continuous. Ss take turns starting and finishing the sentences using falling intonation.

3 GRAMMAR FOCUS

▶ Past continuous vs. simple past

Use the past continuous for an ongoing action in the past.

Use the simple past for an event that interrupts that action.

Past continuous

While I **was working** out,
As scientists **were doing** research,
A man **was looking** for his cat

Simple past

it **calculated** how many calories I burned.
they **discovered** that women need more sleep than men.
when he **found** a suspicious package inside a trash can.

GRAMMAR PLUS see page 135

A Complete the stories using the past continuous or simple past forms of the verbs. Then compare with a partner.

1. Bad memory, bad luck: Marcia Murphy

_____ (donate) her old pants to
a thrift shop. As she _____ (walk)
home, she _____ (remember) she
_____ (leave) \$20 in her pants pocket.

2. Good intentions, bad interpretation: Jason Clark

_____ (walk) home one day, when he
_____ (see) a little puppy crying on the
sidewalk, so he _____ (stop) to help.
As he _____ (pick) him up, a woman
_____ (come) from nowhere screaming:
“Stop that guy. He’s trying to steal my puppy.” Jason
_____ (end) up spending three hours at the
police station.

3. A bad ride, a bad fall: On her birthday last year,

Diane Larson _____ (drive) to work
when she _____ (have) a bad accident.
This year, just to be safe, she decided to stay home
on her birthday. Unfortunately, that night while she
_____ (sleep) in her apartment, the floor
of her living room _____ (collapse) and she
_____ (fall) into her neighbor’s apartment.



B GROUP WORK Take turns retelling the stories in part A. Add your own ideas and details to make the stories more interesting!

4 PRONUNCIATION Intonation in complex sentences

▶ **A** Listen and practice. Notice how each clause in a complex sentence has its own intonation pattern.

As Marcia was walking home, she remembered she left \$20 in her pants pocket.

A man was looking for his cat when he found a package.

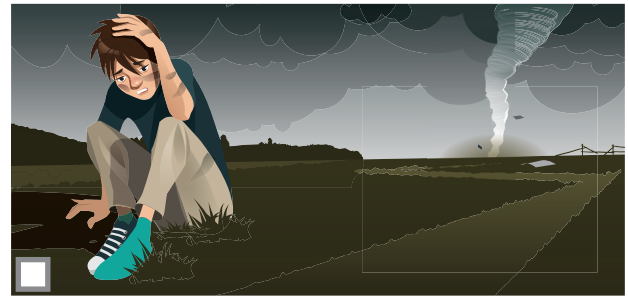
B PAIR WORK Use your imagination to make complex sentences. Take turns starting and finishing the sentences. Pay attention to intonation.

A: As Lee was coming to school today . . .

B: . . . he saw a parade coming down the street.

5 LISTENING Crazy but true!

- A** Listen to three news stories. Number the pictures from 1 to 3. (There is one extra picture.)



- B** Listen again. Take notes on each story.

	Where did it happen?	When did it happen?	What happened?
1.			
2.			
3.			

6 WRITING A personal account

- A** Think of a story that happened to you or to someone you know. Choose one of the titles below, or create your own.

A Scary Experience

I'll Never Forget That Day

I Was Really Lucky

I Can't Believe It Happened

- B** Write your story. First, answer these questions.

Who was involved?

Where did it happen?

When did it happen?

What happened?

I Was Really Lucky

Last year, I took a trip to see my grandparents. I was waiting in the airport for my flight when a storm hit, and all the flights were cancelled. Luckily, I...

- C GROUP WORK** Take turns telling your stories. Other students ask questions. Who has the best story?

5 LISTENING

Learning Objective: listen for and take notes on the details of stories in the simple past

▶ A [CD 1, Track 30]

- Ask: "Who watched the news on TV today or yesterday?" Encourage the class to tell any interesting stories they heard.
- Have Ss look at the pictures and describe what they see.
- Explain the task. Ss will listen to the audio and number the pictures in the order that they hear the matching news stories in the audio. Make sure Ss understand that there is one extra picture.
- Play the audio program. Ss complete the task individually.
- Allow pairs to compare answers. Then go over answers with the class.

Answers

X 2
3 1

▶ B [CD 1, Track 31]

- Read the questions in the chart aloud.
- Explain the task. Ss will listen to the audio and answer the questions in the chart for each news story.
- Play the audio program. Pause after each news event. Give Ss time to complete the chart. Ask Ss to write their answers on the board.
- **Option:** Ask: "Which story did you find most interesting? Why?" Elicit Ss' ideas.

Audio script

See page T-171.

Answers

1. Australia; Saturday; bull ran onto soccer field and started chasing a soccer player
2. Missouri; last Thursday; tornado carried 19-year-old boy over 1,300 feet and dropped him in an abandoned field
3. Ontario; early Tuesday morning; A thief rescued two police officers after they lost control of their vehicle and drove into a river while chasing the thief.

For more practice with events and vocabulary, play **Prediction Bingo** – download it from the website.

6 WRITING

Learning Objective: write a story using the past continuous and simple past

A

- Explain the task. Go over the titles.
- Ss work individually to think about and plan their stories. Explain that they can choose a title or create a new one.

B

- Explain the task. Tell Ss that the questions should help them guide the story, but they should provide more information.
- Ss work individually to write their news stories. Ask them to write one or two paragraphs and to come up with an interesting ending.

TIP

If Ss struggle to find ideas, remind them of the 5 *Ws* and *H* questions used by journalists: *who*, *what*, *where*, *when*, *why*, and *how*.

C Group work

- Ss read or tell their stories in small groups.
- The group votes on the best story.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

7 CONVERSATION

Learning Objective: use the past perfect in a conversation about past events

A [CD 1, Track 32]

- Ss cover the text. Play the audio program. Ss take notes.
- Ss compare notes in pairs. Then Ss use their notes to write three comprehension questions.
- Each pair joins another pair. They take turns asking and answering their questions.
- Tell Ss to uncover the text. Play the audio program. Ss listen and read. Then they practice the conversation in pairs.

B [CD 1, Track 33]

- Read the focus questions. Play the second part of the audio program. Elicit Ss' answers.

Audio script

See page T-172.

Answer

Milo once had his carry-on bag stolen, with his wallet, his credit card, and his phone. He was overseas, waiting for a bus to take him to the airport.

8 GRAMMAR FOCUS

Learning Objective: correctly use the past continuous, simple past, or past perfect to describe past events

[CD 1, Track 34]

Past perfect

- Explain that the past perfect is *had* + past participle. Focus Ss' attention on the Conversation. Elicit sentences with the past perfect. Write them on the board in a chart:

1	2	3	4
I	had	parked	my bike on the street.
Someone	had	stolen	my bike.
I	'd	forgotten	to lock it up.

- Explain that when we are talking about two events in the past, we use the past perfect to express the earlier one. Write an example on the board:

from 12:00-1:00 P.M. at 11:45 A.M.
I was having lunch with a friend, and I had parked it on the street.

- Next, write these sentences on the board:
I came back. Someone stole my bike.
- Ask: "Which event happened 'earlier'?" (Answer: Someone stole my bike.) Elicit a sentence with the cues and the past perfect. (Answer: When I came back, someone had stolen my bike.)
- Play the audio program.

A

- Ss complete the task individually.
- Allow pairs to compare answers. Then go over answers with the class.

Answers

1. I **took** a trip to London last year. I was a bit scared because I **hadn't traveled** abroad before, but everything was perfect.
2. I **was visiting** the British Museum one afternoon when I **ran** into an old school friend who I **hadn't seen** for over 10 years.
3. One weekend, we **were driving** to Liverpool when we **ran** out of gas on the highway because we **had forgotten** to fill up the tank before leaving. Fortunately, a truck driver **stopped** and **helped** us.
4. On the last day, as I **was going** up to my hotel room, I **got** stuck in the elevator. After I **had been** stuck for an hour, someone **started** it again.

- ! To practice this tense, use a **Disappearing Dialog** – download it from the website (with the Conversation in Exercise 7).

B Pair work

- Ss work in pairs to complete the task.
- Allow pairs to compare answers with another pair. Ss share some of their sentences with the class.

7 CONVERSATION That's terrible!

▶ A Listen and practice.



CAROL Guess what? Someone stole my new bike yesterday!



MILO Oh, no! What happened?



CAROL Well, I was having lunch with a friend, and I had parked it on the street, just like I always do. When I came back, someone had stolen it. I guess I'd forgotten to lock it up.



MILO That's terrible! Did you report the theft to the police?



CAROL Yes, I did. And I also listed it on that site for stolen and lost bikes. But I doubt I'll ever get it back.



▶ B Listen to the rest of the conversation. What did Milo have stolen once? Where was he?

8 GRAMMAR FOCUS

▶ Past perfect

Use the past perfect for an event that occurred before another event in the past.

Past event

I **was having** lunch with a friend,
When I **came back**,
They **were able** to steal it

Past perfect event

and I **had parked** my bike on the street.
someone **had stolen** it.
because I **had forgotten** to lock it up.

GRAMMAR PLUS see page 135

A Write the correct verbs to complete the sentences. Then compare with a partner.

- I _____ (took/had taken) a trip to London last year. I was a bit scared because I _____ (didn't travel/hadn't traveled) abroad before, but everything was perfect.
- I _____ (visited/was visiting) the British Museum one afternoon when I _____ (ran/had run) into an old school friend who I _____ (didn't see/hadn't seen) for over 10 years.
- One weekend, we _____ (were driving/had driven) to Liverpool when we _____ (ran/were running) out of gas on the highway because we _____ (forgot/had forgotten) to fill up the tank before leaving. Fortunately, a truck driver _____ (stopped/had stopped) and _____ (helped/had helped) us.
- On the last day, as I _____ (was going/had gone) up to my hotel room, I _____ (got/had gotten) stuck in the elevator. After I _____ (was/had been) stuck for an hour, someone _____ (started/had started) it again.

B **PAIR WORK** Complete the sentences with your own ideas.

Until last year, I had never . . .

One day, as I was . . .

9 WORD POWER Exceptional events

A Match the words in column A with the definitions in column B.

A

1. coincidence _____
2. dilemma _____
3. disaster _____
4. emergency _____
5. lucky break _____
6. mishap _____
7. mystery _____
8. triumph _____

B

- a. an unexpected event that brings good fortune
- b. a situation that involves a difficult choice
- c. something puzzling or unexplained
- d. an event that causes suffering or destruction
- e. a great success or achievement
- f. an accident, mistake, or unlucky event
- g. a sudden, dangerous situation that requires quick action
- h. a situation when two similar things happen at the same time for no reason

B **PAIR WORK** Choose one kind of event from part A. Write a situation for it.

A man bought an old house for \$10,000. As he was cleaning the attic of his new home, he found an old painting by a famous painter. He had never collected art, but when he took it to a museum, he found out it was worth almost one million dollars. (lucky break)

C **GROUP WORK** Read your situation. Can others guess which kind of event it describes?

10 SPEAKING It's a story about . . .

GROUP WORK Have you ever experienced the events in Exercise 9, part A? Tell your group about it. Answer any questions.

A: It's a story about a coincidence.

B: What happened?

A: My sister bought a new dress for her graduation party. She had saved for months to buy it. When she got to the party, another girl was wearing the exact same dress!

C: Wow! That's more than a coincidence. It's a disaster! And what did she do?



11 INTERCHANGE 4 Spin a yarn

Tell a story. Go to Interchange 4 on page 117.

9 WORD POWER

Learning Objective: describe different types of events

A

- Explain the task. Model the first word as an example.
- **Option:** Model the word stress of each noun. Ss listen and repeat.
- Ss work individually or in pairs. Ss match words with definitions. Tell Ss to check their dictionaries only after they finish.
- Go over answers with the class.

Answers

1. h	3. d	5. a	7. c
2. b	4. g	6. f	8. e

B Pair work

- Explain the task. Read aloud the example for *lucky break*.
- Ss work in pairs. Ss choose one event from part A. Then they write a situation for it. Go around the class and briefly check sentences.

C Group work

- Explain the task. Two or three pairs work in a group. Ss take turns reading their situations without saying the kind of event. Others in the group guess the event.

10 SPEAKING

Learning Objective: tell stories using various past tenses

Group work

- Read the instructions. Ask three Ss to model the conversation.
- Explain the task. Give Ss time to read the events in Exercise 9 and think of a situation they would like to talk about.
- **Option:** If Ss appear reluctant or embarrassed to talk about a personal situation, allow them to tell a story about a friend or someone they heard about in the news.
- Ss work in small groups. They take turns talking about the situations. Tell Ss to talk about the events in any order. Encourage Ss to ask follow-up questions.


TIP

A fluency activity is designed to challenge Ss to do their best with whatever language abilities they have. It's best to give help only if asked directly.

TIP

To ensure that all Ss ask four follow-up questions, ask each S to take out four small coins (or paper clips) and put them in a pile. As they ask a follow-up question, they can remove a coin from the pile.

- **Option:** As a follow-up, two groups form a large group to swap stories, or do this as a whole class activity.

 For a different way to use this activity, try the **Chain Game** – download it from the website.

11 INTERCHANGE 4

See page T-117 for teaching notes.

12 READING

Learning Objectives: skim and read news articles for specific information; identify the meaning of words in context

A

Note: If possible, bring several satirical articles from the Internet to class and pass them around.

- Books closed. Ask: "Is everything you read or see on the Internet true? Why or why not? Where do you go to find trustworthy information?"
- Books open. Go over the task. Read the questions.
- Give Ss time to skim the article themselves. Ss work individually to find the answer to the question.
- Elicit the answer from the class. (Answer: false)

TIP To introduce new vocabulary and have Ss predict the stories, try **Cloud Prediction** – download it from the website.

B

- Ss read the article individually.

TIP

Tell Ss not to look up any words as they read. Instead, they should underline or circle words they don't know and keep reading.

- Then Ss work in small groups. Each S shares words he or she underlined. If group members know the word, they explain it. If no one in the group knows the word, Ss look at the context and as a group write one or two guesses about its meaning.
- **Option:** Each group says what words they chose and what their guesses were. Each group gets one point for making a guess and two points for a correct guess.
- Elicit or explain any new vocabulary.

Vocabulary

trustworthy: able to be trusted

spread: to cover, reach, or have an effect on a wider or increasing area

lice: small insects that live on the skin of mammals and birds and cause itching

outbreak: a time when a disease or something dangerous suddenly begins

"ick" factor: an amount of shock or dislike that makes you feel sick

- Explain the task.
- Ss complete the task individually or in pairs. Ss scan the article to find the words. Then they guess the meaning. Point out that this exercise will help Ss confirm their previous guesses and remember the words.
- Ss go over answers in pairs. Ss may use their dictionaries to check the meaning of words to be matched to the ones in italics.
- Go over answers with the class.

Answers

1. not exact or true
2. humorously critical
3. public opinion of someone
4. very large
5. hard to fight against
6. proof of truth

C Pair work

- Ask a S to read the questions out loud.
- Ss work in pairs to discuss the questions. Encourage Ss to share opinions about the story presented in the article and false information found on the web. Go around the class and listen.

D Group work

- Read the focus questions.
- Ss work in groups. Ss describe a story they know. Encourage Ss to give specific details and to ask each other follow-up questions.
- **Option:** Groups share one particularly interesting thing they talked about.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

A Skim the article. Was the story about lice true or false?

Menu Articles Community Search Sign in / Sign up

Believing More Than We Should

Is everything you read on the Internet true? If your answer is “no,” you are absolutely right. Many stories and even photos are not to be trusted. And don’t believe that because a good friend or a well-known news source has posted something that it is necessarily trustworthy.

There are many reasons for the spread of inaccurate content on the Internet. One reason is that satirical websites can create very believable stories, which they invent in order to make a point or to make people laugh. Other reasons might be an attempt to gain more readers, a desire to damage someone’s reputation, or simple curiosity about how far a fake story can spread.

One story that spread throughout the media before anyone had checked the facts involved teenagers, selfies, and head lice. The article claimed that when teenagers were posing together for selfies, their heads often touched and the tiny insects were jumping from head to head. The article went on to say that this was causing a massive outbreak of lice. Some major websites and news outlets picked up the story, not even bothering to consult the experts. It

turned out that some entrepreneurs who were marketing a new treatment for head lice had made up the story and posted it. Their motivation was to get attention and more business.

The spread of this story is understandable. It involved one epidemic (selfies) causing another (lice), and the “ick” factor was irresistible. Because there is so much false information online, there are now websites, such as *Snopes* and *Factcheck*, which exist specifically to find out if stories are true or not. So the next time you see a story that sounds too good to be true, at least you have somewhere to turn for verification before you spread false information to all your friends.



B Read the article. Find the words in italics in the article. Then check (✓) the meaning of each word.

- | | | |
|------------------------|---|--|
| 1. <i>inaccurate</i> | <input type="checkbox"/> not exact or true | <input type="checkbox"/> shocking or disgusting |
| 2. <i>satirical</i> | <input type="checkbox"/> humorously critical | <input type="checkbox"/> completely factual |
| 3. <i>reputation</i> | <input type="checkbox"/> hurtful news about someone | <input type="checkbox"/> public opinion of someone |
| 4. <i>massive</i> | <input type="checkbox"/> small | <input type="checkbox"/> very large |
| 5. <i>irresistible</i> | <input type="checkbox"/> hard to prove | <input type="checkbox"/> hard to fight against |
| 6. <i>verification</i> | <input type="checkbox"/> proof of truth | <input type="checkbox"/> another opinion |

C **PAIR WORK** Discuss these questions.

- Do you think you would have believed the story about selfies and head lice?
- Do you think the creation of the story was justified or not?
- Who do you think is most responsible for the story being so popular?
- Do you think there should be a penalty for spreading false information? If so, what should it be?

D **GROUP WORK** Have you ever read a story that turned out to be false? How did you find out the truth?