Unit 9 Getting at the Truth

PREVIEW	Students listen to theories about the Easter Island statues, read a conversation discussing mysterious events, and take a self-test about how gullible they are.	
LESSON 1 **Speculate about what happened**	***Vocabulary***	Degrees of certainty
LESSON 2 **Suggest a plausible explanation**	***Grammar***	Perfect modals: active and passive voice
LESSON 3 **Discuss why people fall for pranks**	***Word Study***	Adjectives with the suffix *-able*
	Listening skills	Understand from context; Listen for supporting details; Listen to summarize
LESSON 4 **Evaluate the trustworthiness of information sources**	***Reading skills***	Infer information; Draw conclusions

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A A PLAUSIBLE EXPLANATION?

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the picture. Ask, *Has anyone heard of the stone figures of Rapa Nui?* Elicit or share that Rapa Nui is located in the Pacific Ocean, west of Chile and east of Tahiti. Show the island on a map if possible.
- Have Ss listen to the description. To check comprehension, ask:
  What is another name for Rapa Nui? (Easter Island)
  Is the report stating facts about how the stone figures were moved? (No, it's discussing different theories.)
- In pairs, have Ss discuss the questions in the directions.

LANGUAGE NOTES
- *Plausible* means likely to be true.
- *Remote* means far away from other places.
- *Inhabited* means populated by people.
- *Shrouded in mystery* means there is very little information about something.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation. To check comprehension, ask:
  Does Marco believe UFOs exist? (He thinks it is unlikely.)
  Does David seem more gullible than Marco? (yes)
- Clarify vocabulary as needed, referring to the Language Notes on this page.

LANGUAGE NOTES
- A *hoax* is an attempt to make people believe something that is not true.
- A *skeptic* is a person who tends to disagree with claims or who questions others.
- *Gullible* means easily tricked.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss paraphrase in pairs.
- Go over the answers with the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- After Ss complete the task, have them share their sentences with a partner.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Elicit or explain that *keep under wraps* in question 1 means the same as *keep hushed up* in Zoom-In.
- Have Ss discuss in pairs. Assist as needed.

F GROUP WORK

Suggested time: 10 minutes | Your time:

- Form groups and have Ss discuss the questions.
- Bring the class together and have groups share.

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G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the title of the self-test. Say, *When you ask a question with* How *plus an adjective, you are not asking* Are you gullible? *You are asking if you're very gullible, somewhat gullible, or not gullible at all.*
- Navigate the self-test with the class. Read the subheading. Point to the scale to clarify the term *continuum*. Model the first question. Read it and say, *For me, that's a 2. I tend to trust people easily*. Call on individual Ss and ask, *Where do you fall on the continuum? Is anyone a 5, meaning you don't trust other people at all?*
- Alert Ss that the continuum reverses in the second half of the self-test. Tell them to read the questions carefully and refer to the speech bubbles above the numbers.
- Call on volunteers to read the explanations of the scores at the bottom of the self-test. Make sure Ss understand that the expression *Nothing can make it past you* means you won't accept any lies as truth.
- Assist as Ss complete the self-test. Clarify vocabulary as needed.
- Instruct Ss to calculate their score. Write on the board: *very gullible, somewhat gullible, not gullible at all*. Add the numbers for the scoring ranges.
- Bring the class together and ask individual Ss, *How gullible are you?* Then poll the class, *How many of you are very gullible? Somewhat gullible? Not gullible at all?*

OPTION (+5 minutes) If Ss have difficulty imagining contexts for the self-test questions, provide them with real-life scenarios for each question. For example, write on the board:
Question 1: You are easily persuaded by sales assistants to buy things you don't need.
Question 2: When you see an ad for a miracle product, you typically buy it.
Question 3: If you like someone, you tend to believe what they say.
Question 4: If a friend is late to meet you, you immediately think something bad has happened to them.
Question 5: If someone tells you about a UFO encounter they heard about, you ask them to provide the source.
Question 6: If you receive an e-mail offering two free tickets to a comedy club, you delete the e-mail.
Question 7: If you lend someone money and they don't pay you back, you resolve to never lend them money again.
Question 8: You check the facts about a news item if it seems unusual.

LANGUAGE NOTES

- *Assume* means to think that something is true although you do not have definite proof.
- *Have good intentions* means to aim to be helpful or kind.
- *Jump to conclusions* means to form an opinion about something before you have all the facts.
- *Turn down* means to refuse an offer or request.

START TALKING | DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the directions. Call on a volunteer to read the featured expressions in Exercise C on page 90.
- Ask two volunteers to read the example conversation and notice the featured language. (add up; far-fetched) Other phrases that are relevant to the discussion are *not buy something* and *take something with a grain of salt*.
- In pairs, have Ss discuss their scores on the self-test.

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LESSON 1 Speculate about what happened

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read what the woman in the cartoon is saying. Ask, *What's happening?* (People are waiting for the elevator.) *Have they been waiting long?* (yes, for ten minutes) *What could be the reason?* (For example: It's broken; There's an emergency.) Say, *We are speculating*. Point to the title of the lesson. Elicit or explain that *speculate* means to guess about the possible causes or effects of something, without knowing all the facts or details.
- Have Ss read and listen to the ways to express degrees of certainty. Then have Ss listen and repeat.
- Ask, *What do the speakers think is the reason for the elevator delay?* (Someone on the second floor is holding the door open, stopping the elevator from going up.)
- Point out that the expressions within each section all have the same degree of certainty. Tell Ss *probably* is also often used in the middle of a sentence. For example: *Someone's probably holding the door*.

OPTION (+5 minutes) Write the words and phrases from the chart on the board, mixing up the order. Say, *Draw three columns and list these words from more to less certain*. Go over the answers as a class.

EXTENSION (+5 minutes) Write on the board: *I wonder why / who / what / where / when . . .* Have Ss work individually to write three sentences starting with *I wonder* and a question word. In pairs, have Ss take turns saying their sentences and replying with a way to express certainty from Exercise A. For example:
A: I wonder why Ben didn't take that job.
B: I suppose he wasn't happy with the pay.

LANGUAGE NOTE *I'll bet* is a less formal way of saying that you're almost sure something is true.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 15 minutes | Your time:

- Have Ss read each item to orient themselves as to what everyday situation the speculation will be about. Review the meaning of *grounded* (when a child can't go out as punishment) and *be in debt* (to owe money).
- Tell Ss to listen to each conversation to determine how sure each person is about the situation. Encourage them to listen for specific vocabulary for expressing degrees of certainty and check against the chart in Exercise A. Pause after each conversation to allow Ss time to choose an answer.
- In pairs, have Ss compare and explain their choices. If appropriate, have Ss listen again to check their answers.

LANGUAGE NOTE *Impulsive* means likely to do things without considering the possible dangers or problems first.

CHALLENGE (+10 minutes) Assign pairs different conversations from Exercise B, and have Ss role-play them, using their own words and expressions for degrees of certainty. If Ss need to refresh their memory as to what the conversations were about, play the audio again. Then have Ss perform the role plays for the class.

C PAIR WORK

Suggested time: 15 minutes | Your time:

- Read the directions. Ask, *What can you see in the first photo?* (A man dressed in a suit and tie is running with a bag.) Call on a volunteer to read question A and the example answer. Elicit additional speculations.
- Form pairs and tell Ss to continue speculating using the questions and their own ideas. Ss can work on all four photos with the same partner, or rotate to work with new partners.
- Monitor as Ss work and assist as needed. Make sure Ss use the vocabulary in parentheses. See the Teaching Tip below for ideas on how to ensure Ss use appropriate grammar.
- Bring the class together and have Ss share speculations. Encourage others with different speculations about the same picture to share their ideas.

TEACHING TIP Grammar and vocabulary exercises are typically constructed to keep the focus on a particular language point. However, Ss may be tempted to use other structures they are familiar with. For example, Ss might use modals or perfect modals when speculating: *The man might be late for his train. The boy must have done something wrong*. If Ss know these structures well, permit them to make these statements. But then redirect them to stay on task and use the structures built into the exercise. The latter is particularly important if Ss are making mistakes using other structures.

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Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *I wonder* to introduce something you're not sure about
- Say *I suppose* to acknowledge someone's point of view
- Say *That's true* to acknowledge the correctness of someone's conclusion
- Respond to someone's speculation with *Could be, Maybe, I suppose, Most likely, Clearly*, or *Definitely*

- Have Ss look at the photo and say what they see.
- Ask, *What is the woman on the left looking at?* (her watch) *What do you think they are talking about?* (the person they are waiting for)
- After Ss read and listen, check comprehension by asking:
  Who are the women waiting for? (Nick)
  Do they know why he's late? (no)
  Is Nick typically late without letting people know? (no)
  How do we know? (one of the women says *it's not like him not to call*)
  What might have caused his delay? (the traffic)
  Why might he not have called? (maybe his phone died)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they:
  - use rising intonation for *Do you think something happened?*
  - use falling intonation for *Hey, which way are you headed?* and *What's your budget?*
  - use emphatic stress for *bet* in *I'll bet he got stuck in traffic* and for *suppose* in *I suppose*.
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 15 minutes | Your time:

- Read the directions. Call on volunteers to read the list of **Ideas**.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their conversations. Also remind them to use the vocabulary in the chart in Exercise A on page 92 to express degrees of certainty.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are
✓ using phrases for expressing degrees of certainty
✓ speculating about what happened

OPTION Use the Unit 9 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write this e-mail on the board:
Hi Jack, I'm looking for Tina. I have a client who needs to talk to her. Do you know where she is? Thanks, Tim
Say: *Write a response to Tim's e-mail. Include three statements using expressions for degrees of certainty.* (For example: Hi Tim, Sorry, I don't know where she is. Most likely she's on a client visit. She probably won't be back until this afternoon. It's possible that Linda knows Tina's schedule, so you could try asking her? Jack)
Once Ss finish, say: *Exchange e-mails with a partner. Identify the degree of certainty your partner used.*
Collect the papers and read them to identify areas for review and extra practic

Remind Ss of additional vocabulary and speaking practice in their digital resources.

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LESSON 2 Suggest a plausible explanation

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Then have Ss look at the photos and headings. Ask, *Has anyone heard of these mysteries?* (If yes, invite Ss to share briefly what they know.)
- Have Ss read the text. Play the audio if appropriate.
- To check comprehension, write on the board:
  What were the Nazca Lines used for?
  How were the Stonehenge stones carried or put into place?
  What is inside the Chinese emperor's tomb?
  Have Ss read the questions silently. Then ask, *What is the answer to all of these questions?* (no one knows)
  Point to the title and reiterate that these are mysteries.
- Draw Ss' attention to the three people's comments. Ask, *Are these people certain about what they are saying?* (No, they are speculating.) *What questions are they speculating about?* (How were the Nazca Lines created? What were the stones at Stonehenge used for? Why might it be dangerous to try to open the central tomb?)

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss share.
- Bring the class together, and take a poll about the most interesting mystery.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Note: Perfect modals were taught earlier in the *Connectivity* course (*Connectivity 3*, Unit 6). If Ss need a review, use an Inductive Grammar Chart from that unit, which can be found in the Portal.
- Read the first rule. Have Ss read the two example sentences silently. Ask, *What is the modal in the first sentence?* (could have been moved) *The second sentence?* (might not have been discovered)
- Draw Ss' attention to the **Remember** note. Ask a volunteer to read the example sentence. Say, *This sentence has the same meaning as the first example sentence on the left.* Invite Ss to compare. Then write the second passive sentence on the board. Ask, *How would we express this using the active voice?* (The farmer might not have discovered the tomb if he hadn't been digging for water.)
- Read the second rule. To confirm Ss' understanding, ask, *Do perfect modals have present or past meaning?* (past meaning)
- Draw Ss' attention to the subheadings *very certain, almost certain*, and *uncertain*.
- In pairs, have Ss read each subheading and the example sentences aloud. Tell them to notice the modal and past participle, and the placement of *not* in the negative statements. If Ss ask what the difference is between *can't have been easy* and *couldn't have been easy*, explain that there is none.
- As Ss work, summarize the three categories in a chart on the board:

	AFFIRMATIVE	*NEGATIVE*
very certain	*had to have*	*couldn't have / can't have*
almost certain	*must have*	*must not have*
uncertain	*might have / may have / could have*	*might not have / may not have*

- Point out the different modals for affirmative and negative in the *very certain* row. Write on the board: *Luke had to have lived abroad. How else would he speak such perfect French?* Ask, *What would we say for the negative?* (Luke couldn't have / can't have lived abroad.) Ask, *Could we say* Luke didn't have to have lived abroad? (no) Say, *The modal* had to have *cannot be used in the negative.*
- Finally, point to *could have* in the affirmative column of the chart on the board and note that it cannot be used in the negative to show uncertainty. *Couldn't have* has a very different meaning. Write:
  1. Luke could have lived abroad.
  2. Luke couldn't have lived abroad.
  Ask, *Which sentence means that it is uncertain if Luke lived abroad?* (1) *What does the second sentence mean?* (that it is impossible he lived abroad) Point to *couldn't have* in the *very certain* column of the chart on the board. Finally, ask, *How could we say sentence 1 in the negative to indicate uncertainty?* (Luke may not / might not have lived abroad.)

LANGUAGE NOTE Remind Ss that in American English, *must not* is not contracted to *mustn't*.

GRAMMAR EXPANDER (optional, pages T128–129)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss work individually to identify the statements as active or passive. Have them compare answers with a partner.
- Bring the class together and ask, *What is the level of certainty for each of the statements?* (1. uncertain, 2. almost certain, 3. uncertain)

PRONUNCIATION LESSON (optional, page T139)

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E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Draw Ss' attention to item 1. Ask, *What level of certainty is* There's no question that *in the sentence?* (very certain) Remind Ss that Exercise A on page 92 covered vocabulary for degrees of certainty.
- Tell Ss to look at the grammar chart on page 94. Ask, *Which perfect modal do we use to show that something is certain to be true:* had to have *or* couldn't have? Ask a volunteer to read the sample answer.
- Ask, *Is the sentence active or passive?* (active) Point out that all the exercise items are in the active voice.
- Instruct Ss to follow the same method to complete the exercise. They can work individually or in pairs. Assist as needed.
- Then bring the class together and go over the answers.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss look at the magazine covers and read the headlines silently. Ask, *What do all these magazines have in common?* (They make the story seem exciting or shocking.) Poll the class, *Who here is fascinated by magazines such as these?*
- Model the first item with the class. Ask a volunteer to complete the sentence.
- Have Ss complete the remaining three conversations individually and then compare answers with a partner. Remind them to only use the passive voice.
- Review as a class. Call on pairs to read each conversation aloud.

OPTION (+10 minutes) Have Ss look up similar exciting or shocking headlines online and make speculations about them in small groups. Have volunteers from different groups share a headline and their speculations with the class.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Start by asking, *Do you think any of the speculations in Exercise F offer a plausible explanation for the Nazca Lines, Stonehenge, or the Terracotta Army?* Then read the directions.
- Have Ss work individually to take notes suggesting explanations, expressing various degrees of certainty.

OPTION For fun, Ss can suggest additional theories that are clearly far-fetched.

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example statement. Draw Ss' attention to the bold words and phrases. Ask, *What type of verb is* had to have been used *and what degree of certainty does it indicate?* (perfect modal in the passive voice; very certain) Ask, *Does the word* Clearly *indicate that something is very certain, almost certain, or uncertain?* (very certain)
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they discuss.
- Divide the class into pairs or small groups and have Ss speculate about each mystery.
- Monitor as Ss work to check for correct use of perfect modals and expressions for degrees of certainty. Encourage Ss to ask each other questions and provide details and examples.

C PRESENTATION

Suggested time: 10 minutes | Your time:

- Explain that Ss will prepare individual presentations. Write these prompts on the board: *Present the mystery; Present the theory; Explain why you believe it.* Encourage Ss to use perfect modals and vocabulary for degrees of certainty.
- Have Ss choose a mystery and prepare.
- Have them present their presentations to the class in this order: The Nazca Lines, Stonehenge, and The Terracotta Army. Keep a tally on the board to find out which theory for each mystery is supported by the majority of Ss.

LOOK FOR While Ss are doing Exercises B and C, monitor their discussions and presentations to determine if they are

✓ using perfect modals in the active and passive voice

✓ using vocabulary for degrees of certainty

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *The disappearance of Amelia Earhart.* Read this mystery to Ss: *Amelia Earhart was the first woman to make a solo flight across the Atlantic in 1932. In 1937 she set out to fly around the world, but her plane disappeared. The U.S. government conducted searches but could find nothing.* Then say, *Write a paragraph speculating on the topic and suggesting plausible explanations. Write at least three sentences using perfect modals and vocabulary for degrees of certainty.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar and pronunciation practice in their digital resources.

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LESSON 3 Discuss why people fall for pranks

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the words and example sentences.
- Have Ss listen and repeat.
- Reiterate that the suffix *-able* indicates that a word is an adjective.
- Draw Ss' attention to the note about using *un-* to form antonyms of some of the adjectives.
- Read the *debatable* example sentence: *The claim that UFOs are actually alien spacecraft is debatable.* Ask Ss if they remember what *UFO* stands for from the Zoom-In conversation on page 90. (unidentified flying object) Ask, *If someone sees a flying object that they can't identify, what explanation could there be?* (For example: It could be a satellite.) Elicit that *debatable* means doubtful.

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss fill in the blanks individually. Hint that they can use adjectives from the note in Exercise A as well as adjectives in the Exercise A chart.
- Tell Ss to compare answers with a partner. Clarify any questions as a class.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Say, *The first listening of the interview is for you to understand the concept of a* prank. *Don't worry about listening for details at this point.*
- Have Ss listen.
- In pairs, have Ss write their definition.
- Bring the class together and have Ss share. Then say, *The interviewer asks Hannah to explain the difference between a prank and a hoax. Who remembers what she says?* (A hoax is anything made up to fool people; a prank is a practical joke made to fool people.)
- Point to the title of the lesson. Review that *fall for something* means to believe something is true. Ask, *Does anyone here typically fall for pranks? What kind of person falls for pranks?* (someone who is gullible)
- Finally, have Ss look at the photo of Oobah Butler. Read the caption and ask, *What does* prankster *mean?* (a person who plays pranks)

OPTION (+5 minutes) Have Ss work in pairs to talk about other pranksters they know and what kinds of pranks they play.

Answers for Exercise E on page 95

2. *Scientists believe that some form of life could / might / may have existed on the planet Mars billions of years ago.*

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss to listen carefully for supporting details. Have them first read the statements. They should recognize that one set of statements refers to the first prank in the audio and the second set refers to the second prank.
- Invite Ss to read the signs in the second image. Ask, *Do you recognize which real brands these fake names imitate?* (Xucci = Gucci; Carol Klein = Calvin Klein; Roul Lauren = Ralph Lauren; Fursace = Versace)
- Play the audio again. Ss can answer as they listen or after the audio ends. If appropriate, Ss can listen again.
- In pairs, have Ss compare answers. Invite Ss to also make the false statements true.
- Go over any questions as a class. For item 7 ask, *Was the restaurant completely booked?* (No, because there was no restaurant, but that is what people were told.) Check comprehension of vocabulary, referring to the Language Notes below.
- Point out that when telling stories, speakers often shift from using the past tense to the simple present or present continuous to make the action more interesting and immediate. Play this segment again: *And then he bought a bunch of the fake jeans and off he went to Paris. Introducing himself as the designer, he shows up at the event and talks his way into getting an entrance pass.*

LANGUAGE NOTES

- *Dig (something) up* means to find hidden or forgotten information through careful searching.
- The expression *This one's a doozy* suggests that the listener will be amazed by the story.
- *Subtle* means not easy to notice or understand unless you pay careful attention.
- *Have a good* (or *wonderful*) *sense of (something)* refers to a person's instinctive ability to know or be able to do something: *a good sense of direction, humor*, or *style*. Hannah says that Oobah Butler has *a wonderful sense of the ridiculous*, meaning that he instinctively knows what deserves to be laughed at.
- The adjective *fake* means not real but pretending to be real.
- A *knockoff* is an unofficial copy of something, like clothing or accessories, usually sold more cheaply.
- *Take off* in the context of a career means to suddenly start being successful.

3. *The people of Rapa Nui could / might / may have cut down all the trees on the island to help move the stone figures.*
4. *Historians think that the Rapa Nui islanders must not have moved the stone figures using tree logs.*
5. *The U.S. military pilots could / might / may have seen something other than spacecraft from another planet.*
6. *The Terracotta Army's purpose must have been to protect the emperor after his death.*

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E LISTEN TO SUMMARIZE

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures. Ask, *Can you believe Butler actually made it to Paris Fashion Week? Is this how you imagined The Shed at Dulwich restaurant? If not, how did you imagine it?*
- Read the directions. If appropriate, play the audio again.
- Encourage Ss to use *wh-* question words to help them include all relevant information in their summaries. See the Teaching Tip below.
- Have Ss compare answers.

TEACHING TIP To ensure the key information about a topic is included in a summary, it can be helpful to use *wh-* question words for guidance: *What? Who? Where? When? How?* Not every *wh-* question word may be relevant to the topic. However, posing the various questions allows the summary writer to cover the full scope of the topic.

F CRITICAL THINKING

Suggested time: 5 minutes | Your time:

- Read the directions. Discuss as a class.
- Ask, *Do you think Oobah's pranks are funny? Or do you think they could be harmful?*

EXTENSION (+15 minutes) Have Ss look up Oobah Butler to find out more about his unique path to success. Tell them to take notes. Then discuss further as a class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- To warm up, ask, *Do you ever play pranks on people? Do you think they are funny? Do you enjoy it when people play pranks on you? How do you feel when you fall for a prank?* Invite Ss to share.
- Read the directions. Ask a volunteer to read the list of **Ideas**. Tell Ss their ideas for pranks could be much simpler than Oobah Butler's pranks.
- Call on a volunteer to read the first question in the notepad and the sample answer. Ask, *Do you think this prank would be legal?* (no)
- Have Ss read through the rest of the questions in pairs. Then have them discuss their idea and write notes. Emphasize that they should not carry out their prank if it could hurt people or be illegal.

B PRESENTATION

Suggested time: 10 minutes | Your time:

- Give Ss time to organize their notes. If helpful, tell them to use *wh-* questions to organize their ideas. Encourage Ss to entertain their audience, in the same way as if they were telling a joke.
- Call on two Ss to read the example conversation.
- Ask pairs to present their prank ideas. Encourage Ss to respond to each presentation, commenting on whether they would believe it or not.
- Write on the board: *top pranksters*. Say, *Let's vote on the top two pairs.*

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Discuss the questions as a class. For question 1, write on the board: *What made the prank believable?* and *What made the prank questionable?* Invite Ss to share their ideas. For question 2, review that a *skeptic* is a person that disagrees with particular claims, especially those that other people think are true; *skeptical* is the adjective form.
- Have Ss return to the gullibility self-test on page 91. Say, *Does your self-test score match your reaction to the pranks?* Ask Ss to share.

LOOK FOR While Ss are doing Exercises B and C, monitor their presentations and discussions to determine if they are
✓ using adjectives with the suffix *-able*
✓ analyzing what makes people fall for pranks

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper and write the numbers 1–5. For items 1–3, write the following sentences from the audio on the board and tell Ss to write the missing adjectives with *-able* from Exercise A on page 96. For items 4 and 5, tell Ss to write their own sentences.

1. *These so-called "knockoffs" are much more ___ than the expensive designer clothes everyone wants to wear. (affordable)*
2. *This website had become . . . one of the most ___ sources for information about restaurants. (reliable)*
3. *For some reason, the fact that it was so difficult to get reservations made the restaurant more ___ — people wanted to eat there even more. (desirable)*
4. *believable*
5. *questionable*

Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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LESSON 4 Evaluate the trustworthiness of information sources

A READING

Suggested time: 20 minutes | Your time:

- Read the lesson title and write *trustworthy* on the board. Elicit the part of speech and the meaning. (adjective; able to be trusted) Point out that the suffix *-ness* makes it into a noun. Then ask, *What do you think* information sources *refers to?* (people, places, or things that provide information: TV, social media, radio, blogs, podcasts) Ask, *Are all information sources reliable?* (no) Invite Ss to paraphrase the lesson title. (For example: Deciding if an information source can be trusted.)
- Have Ss look at the picture of the man. Ask, *When do you think the photo was taken? Where do you think this is? Do you know what CBS stands for? What does the man appear to be doing?*
- Draw Ss' attention to the article title. Review that a *hoax* is something made up to fool people. Point to the picture of the spaceship on the right and ask, *What is this?* (a spaceship) *Do you think the hoax is about a spaceship?*
- Read the directions and the target question.
- Play the audio if appropriate. As Ss read and listen, have them underline information in the article that will help them answer the target question.
- Clarify vocabulary as needed, referring to the Language and Culture notes below.
- Review the answer to the target question as a class.
- Invite Ss to look at the title again. Ask, *What might the title be referring to by saying "the hoax that wasn't"?* (Maybe it wasn't really a hoax since Welles interrupted the play performance on the radio four times to remind listeners that it was just a piece of fiction.)

LANGUAGE AND CULTURE

- CBS (also known as Columbia Broadcasting System) is an American commercial broadcast television and radio network that has been around since 1927.
- *Be glued to something* means to be unable to stop watching something.
- *Partway through* means at some point after the beginning but before the end.
- *Cut in* means to interrupt someone who is speaking by saying something.
- *Hysteria* is a situation in which a lot of people feel fear, anger, or excitement, which makes them behave in an unreasonable way; *mass hysteria* means a particularly large number of people acting in this way.
- *Infamous* means well known for a bad quality.

B INFER INFORMATION

Suggested time: 10 minutes | Your time:

- Read the directions. Model the first item as a class. Read the statement. Say, *Let's see if it's probably true or unlikely to be true.* Direct Ss to the third paragraph from the end of the article, and read the last sentence. Call on a volunteer to read the example answer.
- Have Ss work in pairs, underlining the information in the article to support their arguments. Assist as needed. Elicit the meaning of the word *notoriety* in the last statement. (the state of being famous for something that is bad or that people do not approve of)
- Review answers as a class.

Possible answers for Exercise B

1. *Probably true: Researchers said the reports of mass panic were "exaggerated," not false.*
   Unlikely to be true: Welles made announcements before the show and four times during the show.
2. *Probably true: The article says* most *listeners knew the report was fake, so that means that* some *listeners must have thought it was real.*
   Unlikely to be true: In addition to making an announcement before the play began, Welles interrupted the broadcast four times to tell listeners the report was fictional.
3. *Probably true: The article states that the criticism of the radio play was an attempt by the print media to convince people of the dangers of radio broadcasting.*
   Unlikely to be true: The article only says that "some claimed" it was print media against radio broadcasting. There's no other evidence given to show that that is true.
4. *Probably true: It doesn't seem like he could have done much more to inform his listeners. The article says most listeners appreciated the fun.*
   Unlikely to be true: Radio was a new medium at that time, so no one could have truly known how listeners would react to such a realistic presentation. He must have known that some people would panic and that he would get lots of attention for the show.
5. *Probably true: The show got so much attention, it probably made him instantly famous, even though he was criticized for it.*
   Unlikely to be true: The show was criticized for causing panic. He must have had to work very hard to repair his reputation.

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C DRAW CONCLUSIONS

Suggested time: 10 minutes | Your time:

- Read the directions. Call on Ss to read the phrases in the left-hand column. Make sure Ss realize that item 4 refers to people in recent times while the other three items refer to groups of people in 1938.
- Ask Ss to complete the exercise individually. Then have Ss compare with a partner and evaluate the likelihood that each statement is true. Refer Ss to Exercise A on page 92 for degrees of certainty.
- Bring the class together and have Ss compare answers.

EXTENSION (+10 minutes) Draw Ss' attention to the last paragraph of the article in Exercise A. Ask a volunteer to read the first two sentences. Write on the board: *Why might the print media have wanted to convince people of the dangers of radio? Do you think similar competition was felt later between TV and radio, and even later between the Internet and TV? Do you think any source of information is essentially more reliable?* Have Ss discuss in groups and then report back to the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss complete the survey individually and calculate the score.
- Then have Ss discuss their answers in pairs and decide who is more skeptical.
- Bring the class together and ask individual Ss, *How skeptical are you?* Then say, *On page 91 you took a self-test. How does your self-test rating compare with your survey rating?* If necessary, review that while a skeptic tends to doubt whatever they hear, gullible people tend to believe everything.
- Write on the board: *Do you think it is good to be skeptical? Why? Why not?* Have Ss discuss in pairs. Time permitting, discuss as a class.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Tell Ss to look at the photo at the bottom of the page. Ask, *Does this look like a trustworthy news source?*
- Have Ss work individually to fill out the chart. Tell them to name actual programs or publications (print, television, radio, or online), and explain why they trust or don't trust them.
- Draw Ss' attention to the **Recycle This Language** box for language to express themselves.
- Bring the class together and draw a chart with the headings *Trust* and *Don't Trust* on the board.
- Have Ss share ideas. Write the names of the information sources in the chart on the board.
- Write on the board: *How can we determine if information is trustworthy?* Invite Ss to create and share a list of ideas.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are discussing how to evaluate the trustworthiness of information sources.

OPTION Have Ss list more than one source in each chart.

OPTION (+15–20 minutes) In pairs, have Ss choose one of the information sources listed in the Exercise A Talking Points survey. Ss should discuss the reasons why information from that type of source can sometimes be inaccurate. Then have them summarize their ideas individually. Tell Ss to read each other's summaries and offer feedback.

EXTENSION (+15 minutes) Tell Ss to go online and look up the CRAAP Test, which offers key questions to ask when evaluating an information source. CRAAP is an acronym that stands for Currency, Relevance, Authority, Accuracy, and Purpose. Applying this test to online news, for example, allows the reader to spot fake news. Have Ss discuss and experiment with the test, applying it to different sources to measure their trustworthiness.

WRITING HANDBOOK (optional, page T149)

CLOSURE ACTIVITY (+5 minutes) Form pairs. Write on the board: *Do you think a hoax such as the one described in the article would be believable today? How might a media hoax be carried out in the present day?* (For example: using TV footage, news alerts, social media content) *Do you think we are more skeptical of the news today than people were in 1938?* Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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