

Secondary Plus

UPPER INTERMEDIATE 2



PROJECT

Create a news
report.

MAKING HEADLINES



Look at the photos. Discuss the questions.

- What do these photos have in common?
- Why would someone create images like this, do you think?
- Is it easy to make people believe the unbelievable? How?

AIMS

- ☐ I can understand discussions about hoaxes.
- ☐ I can understand and discuss good journalism.
- ☐ I can report what people have said.

BELIEVE IT OR NOT

1. EXPLORE VOCABULARY

Look at the words. Check the meaning and pronunciation of any new words with a dictionary.

hoax	journalism	headlines
evidence	invent	trick (n)
reveal	admit	shock (v)
fool (v)	claim (v)	quote (v)

My Practice 1

2. PREPARE TO WATCH

Work in pairs. Discuss these questions.

1. Have you ever played a trick on someone? What was it?
2. Look at pictures A–D. Each one shows a famous hoax. Can you guess what it was?

3. WATCH THE VIDEO

Watch the video clip about four famous hoaxes. Were your guesses about pictures A–D correct?

4. WATCH AGAIN

Answer the questions.

1. Why was the Mechanical Turk ahead of its time?
2. Why did people start looking for the Loch Ness Monster after 1933?
3. How did Marmaduke Wetherell first try to prove that the monster existed?
4. Why did the *The Sun* writer invent stories?
5. How did people react when they heard that the articles about 'moon creatures' weren't true?
6. What did the authors of the last two stories want to show?



5. TALK ABOUT IT

Work in pairs. Discuss the questions.

1. Which hoax do you think was the most believable? Why?
2. Is it easier to fool people today than in the past? Why or why not?

6. LOOK AT LANGUAGE

Look at these sentences from the video. Match each sentence to what the person actually said.

1. Its owner explained that the Mechanical Turk **didn't have** the power to think at all.
 2. Wilson claimed he'd **photographed** the monster.
 3. Herschel stated that he'd **seen** incredible creatures.
 4. The author said he'd **made** it all up.
 5. Bohannon told the readers of his blog that he **was** actually a molecular biologist.
- a. 'I've **photographed** Nessie!'
- b. 'This machine **doesn't have** the power to think.'
- c. 'I'm actually a molecular biologist.'
- d. 'I **made** the stories up.'
- e. 'I **saw** unicorns and other strange animals.'

Look at the sentences again and answer the questions.

1. Which sentences are examples of reported speech and which are examples of direct speech?
2. What happens to the verbs in bold when we change direct speech to reported speech?
3. Which reporting verb is followed by an object: *say* or *tell*?
4. Why do we use other reporting verbs, e.g. *explain*, *claim*?

 **My Practice 2**



7. PRACTISE

Change these sentences from direct to reported speech. Use a different reporting verb each time.

1. 'No one is better at chess than my invention,' said the inventor of the Mechanical Turk.
2. 'There's actually a very clever man inside,' said the owner of the Mechanical Turk.
3. 'Here's the secret: the monster wasn't real, it was just a big toy in the water,' said Wetherell's son-in-law.
4. 'The truth is the research institute doesn't exist,' said Bohannon.
5. 'My aim is to demonstrate that we'll believe anything,' Bohannon told reporters.

8. USE IT

Work in pairs. Ask the questions and make notes about your partner's answers. Then report what your partner said to the rest of the class.

1. Have you ever tricked someone?
2. How do you feel about fooling people?
3. What was your favourite hoax in the video?

9. PREPARE TO READ

Work in pairs. Answer the questions.

1. Is there a special day to play jokes and tricks on people in your country?
2. Look at the title of the article. What does it mean?



Exam skills > Reading

Previewing the text

Previewing is an activity you do before reading a text. This helps you guess what you're going to read about. Before you read, look at the title, the pictures and the first sentence or introduction to the text. This will give you an idea of what the text is about.



My Practice 3 & 4

Fool me once, shame on you. Fool me twice, shame on me.

It's the custom in many countries to play a trick on someone on the first of April, which in the UK and US is known as 'April Fool's Day'. If the person falls for the trick, then they are an 'April Fool'. Here are some successful April Fool's tricks that have become famous:

- In 1957, a BBC television documentary reported that there were spaghetti trees growing in Ticino, Switzerland, claiming that it was an excellent place to grow spaghetti! Spaghetti was a foreign dish in the UK at the time, so many people didn't know that it was made of flour and water. Hundreds of viewers phoned the BBC afterwards, to ask where they could buy spaghetti trees.
- In 1976, a British scientist, Patrick Moore, announced on the radio that at exactly 9.47 a.m. on the first of April, Earth's gravity would be affected when two planets, Jupiter and Pluto, crossed in space. He told listeners that if they jumped in the air at that time, they would feel the effect of this incredible event. Hundreds of listeners claimed afterwards that they had floated in the air!
- In 1998, Burger King USA advertised a special 'Left-handed Whopper' (hamburger) for left-handed customers. Thousands of people ordered the new burger, only to find out, of course, that there was no such thing.
- In 2018, T-Mobile introduced Sidekick trainers, which they claimed included the world's first 'smartshoe phone'. A trendy advertisement showed that they had flip-out screens, speakers in the soles and a camera on the toes. Happy teenagers were shown making calls using the soles of their shoes and taking selfies with 'toe cameras'. Although the Sidekick shoe phone didn't exist, it was possible to buy ordinary Sidekick trainers at the time.

Do you know?

April Fool's Day may have started in 1582, when the calendar was changed and New Year was moved from 1st April to 1st January. Some people were unaware of the change and so they celebrated New Year in spring as usual, earning themselves the title 'April Fools'.



10. READ THE ARTICLE

Read the article. Answer the questions.

1. What's April Fool's Day?
2. What April Fool's Day trick does each story describe?

11. READ AGAIN

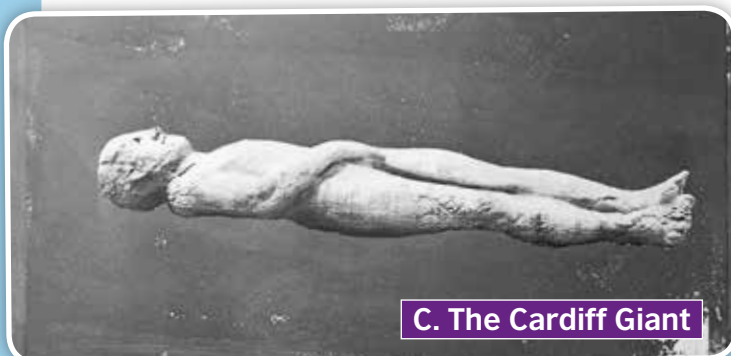
Decide if the sentences are true (T), false (F) or not given (N).

1. All of the tricks were played by the media. ☐
2. Spaghetti was a popular dish in the UK in the 1950s. ☐
3. In 1976, the planets interfered with Earth's gravity. ☐
4. An American fast-food chain served a new product. ☐
5. People loved Sidekick trainers. ☐

12. DISCUSS

Follow the steps to find out more about pictures A–C.

1. What do you think the hoax behind each picture was?
2. Work in groups of three: Student A, Student B and Student C. Each of you researches the hoax behind your photo, A, B, or C. Make notes about what happened. Then explain the story to your group. Use reported speech where possible.
3. Discuss the questions. How do you think the people felt after they'd been tricked? How would you have felt?



C. The Cardiff Giant



Exam skills > Speaking

Expressing and defending your point of view

If a listener disagrees with your opinions, you'll need to defend your point of view. You can defend your point of view by politely disagreeing with the listener, and then giving examples and evidence to support your ideas.

Look at these expressions. Try to make a sentence using each expression.

Disagreeing politely

I'm sorry, but although I see your point of view, ...

I see what you mean, but ...

Sorry, I can't agree ...

Supporting your ideas

Evidence suggests that ...

The fact is that ...

Research shows that ...



A. The Taco Liberty Bell



B. Crop Circles

Project 1

Research some famous hoaxes in the media. Note down any headlines and the main points about each hoax that you find. Why do you think people fell for these hoaxes? What can this tell us about people's attitudes towards news?

READ ALL ABOUT IT!

1. PREPARE TO READ

Look at the infographic. What's the topic of the infographic? What information does it show?

2. READ THE INFOGRAPHIC

Read and choose the best heading for each paragraph (A-E).

1. Check out the website
2. Check the text type
3. Check other media sources
4. Read beyond the headline
5. Check the sources

HOW TO SPOT A GOOD ONLINE NEWS STORY!

A

Is it really news? The text could be a joke or a hoax, or it could be a blog that gives someone's **version** of the news. It could even be an advert. Sometimes advertisers will create news stories that are actually designed to sell a product.

C

Does the story give **evidence** and **sources**? Articles often give sources by adding links in the text. Click on the links to check the sources. Sometimes sources are given at the bottom of articles. Check the sources to find out if they're **authentic**.

D

Have you heard of the editor or organisation that published the story before? Does the website look **genuine**, or is it trying to look like another website? Check the URL too. Does it end with something normal like '.com' or '.org'? If it ends with something strange like '.com.co', it might not be a **reliable** source.

B

Read the whole story. Some articles may use **sensational** headlines to make you want to click on the story. Check the information in the article against the headline – are they telling the same story? Look at the information in the story. Does it just tell one side of a story, or does it give a **balanced** view of events?

E

Is the information on just one website, or has the story been on other media too, on TV or in **the press**? If it's only on one site, the chances are that it's not true. You can check by googling the story and seeing if it comes up on other sources. If all the facts seem to come from just one source, then you should start to have doubts.



■ I can analyse news stories, using tips from an infographic.

■ I can use language for describing recent events and processes.

3. READ AGAIN

Write notes about how to spot good news for each of the paragraph headings in activity 2.

4. EXPLORE VOCABULARY

Look at the words in bold in the text. Check their meaning and pronunciation in a dictionary.

 My Practice 5



NEWS.CO.COM Sign in

Home | **UK** | Sport | Entertainment | More ▾

DEADLY HORNETS THREATEN THE UK

Killer Asian hornets, which have swept across Europe, are now in the UK. This deadly menace has decimated Europe's bee populations by invading hives and killing native bees.

The first sighting of the hornet happened in June. Hives have since been discovered in family homes.



5. READ THE NEWS STORIES

Analyse the two online news stories using the tips from the infographic where possible. Which one do you think is most reliable? Why?



 **TodayUK.co.uk** SIGN IN

HOME | LOCAL NEWS | GALLERY

ASIAN HORNETS THREATEN UK BEE POPULATIONS

The hornets, which have been spreading across Europe since last year, have killed native bees and taken over their nests. The hornets were first noticed in June in the UK. Scientists say it's hard to predict if the trend will continue, but they are currently looking at ways to control the hornet population.

6. LOOK AT LANGUAGE

Look at the sentences from the two articles. Which two tenses are used to describe recent events and processes? Which tense is used to give background information?

This deadly menace **has decimated** Europe's bee populations.

The first sighting of the hornet **happened** in June.

The hornets, which **have been spreading** across Europe since last year, ...

7. PRACTISE

Complete the news story with the correct verb forms (past simple, present perfect or present perfect continuous).

A woman from Milan, Italy, ¹ _____ (ask) for a divorce for a very unusual reason. Her husband ² _____ (pretend) to be deaf for the last 62 years. Why? So that he doesn't have to listen to her!

According to reports, Ms Rossi ³ _____ (learn) sign language so that she ⁴ _____ (can) communicate with her husband, but then he ⁵ _____ (say) he couldn't see any more. 'I'm sure he ⁶ _____ (fake) that too!' said Ms Rossi.

8. PREPARE TO LISTEN

Work in pairs. Discuss the questions.

1. Why is it important to read the news?
2. What type of news interests you?
3. Would you like to be a news reporter? Why or why not?

9. LISTEN TO THE INTERVIEW

Listen to an interview with a young journalist. What does he talk about?

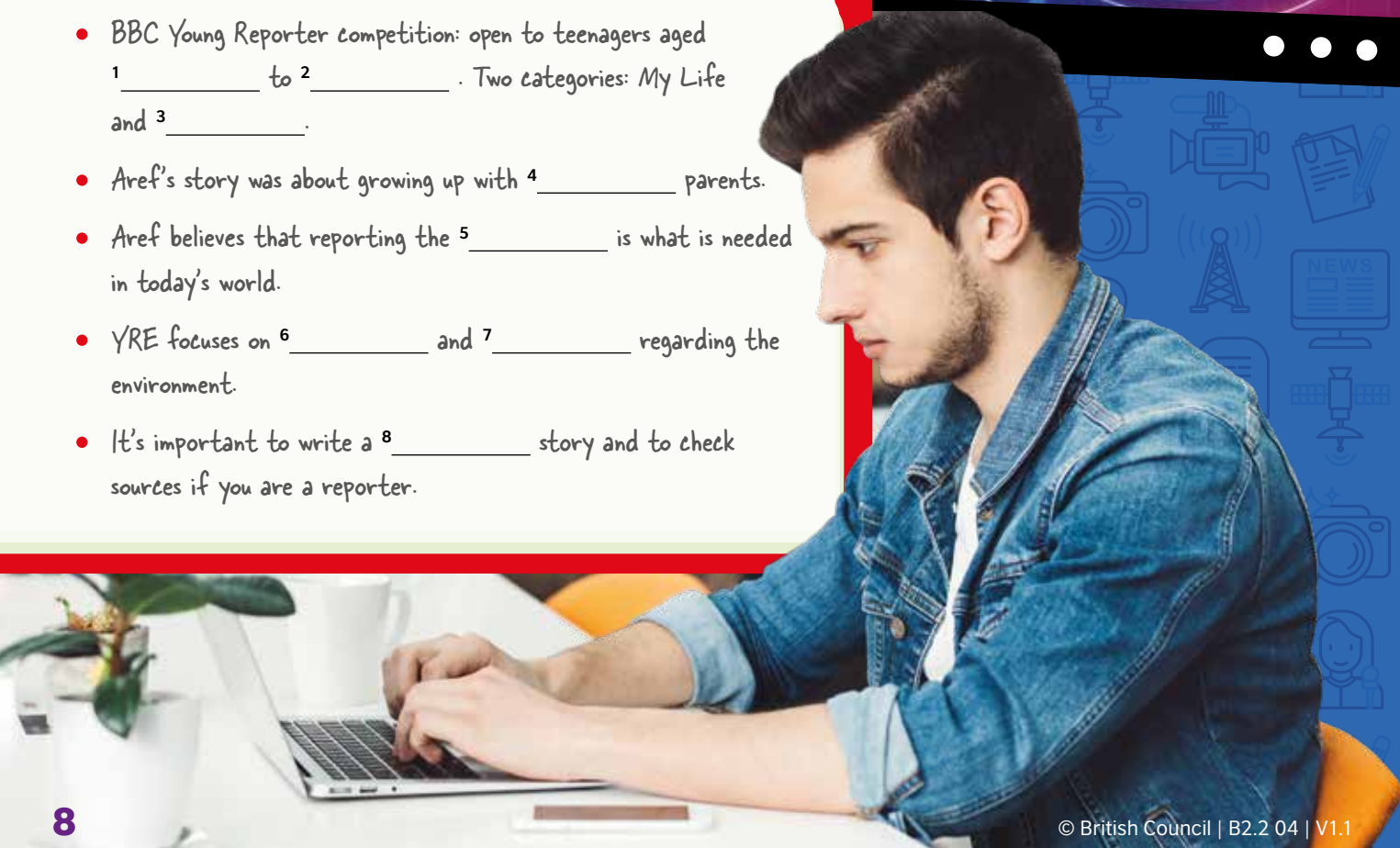
1. Journalist competitions for teenagers.
2. His childhood.
3. The salary and career prospects in journalism.
4. Websites that help you check if news is fake.

10. LISTEN AGAIN

Listen to the interview again and complete the notes.

 **My Practice 6**

- BBC Young Reporter competition: open to teenagers aged 1 _____ to 2 _____. Two categories: My Life and 3 _____.
- Aref's story was about growing up with 4 _____ parents.
- Aref believes that reporting the 5 _____ is what is needed in today's world.
- YRE focuses on 6 _____ and 7 _____ regarding the environment.
- It's important to write a 8 _____ story and to check sources if you are a reporter.





11. TALK ABOUT IT

Work in pairs. Discuss the questions. Then compare your answers with the rest of the class.

1. Would you like to take part in one of the competitions mentioned in the interview? Why or why not?
2. If you could report on any story, what would it be?

12. WRITE AN OPINION ESSAY

Follow the steps to write a 200-word opinion essay on the following topic: Some people think we cannot trust journalists. What do you think? What qualities should a successful journalist have?

1. Look at the question carefully. How many points do you have to answer?
2. Think of your answers to each question and write them down, with reasons.
3. Plan your essay. Group your answers into paragraphs. Each paragraph should have one main idea.
4. Make sure there are examples and arguments to support what you say in each of the main paragraphs of your work.
5. After you've written your essay, read it again to make sure you've answered the questions and included all your ideas.
6. Remember to include an introduction to your essay, giving both sides of the argument. Add a conclusion at the end, stating which side of the argument you agree with and why.

 **My Practice 7**

Exam skills > Writing

Writing an opinion essay

In an opinion essay, you give your opinion about a set topic. It's important to give examples to support your views. Here's an example structure for a 200-word opinion essay:

Introduction (approx. 40 words)

This essay agrees that ...

Giving opinions (approx. 80 words)

From my point of view ...

In my opinion ...

Giving examples (approx. 40 words)

For example, ...

For instance, ...

Such as ...

Conclusion (approx. 40 words)

In conclusion, ...

To conclude, ...

Project 2

Review pages 6–9. What have you learned about good journalism? Make a checklist of good journalism. 9

PROJECT



PROJECT TOOLKIT

1. LISTEN TO NEWS REPORTS

Answer the questions.

1. What two unusual animals have been discovered?
2. Where were they found?
3. How did the money go missing?
4. What could happen to the people who took the money?

2. LISTEN AGAIN

Look at the sentences below and write the order in which they're used.

- A. Police say that investigations will continue in the hope of identifying the people who took the money.
- B. Our overseas office in Australia has just sent us some information about another important event.
- C. Our main story today is about an incredible discovery in the animal world.
- D. Join us later for more information in our next news report.
- E. Our next news item is also about amazing discoveries.

3. LOOK AT LANGUAGE

Which phrases from activity 2 are used to:

1. start the news report?
2. introduce the latest news?
3. move to a different story?
4. report what someone else has said?
5. end the news report?

4. PRONUNCIATION

Read the information.

When a word ends with a consonant sound and the word immediately after begins with a vowel sound, we usually link those two words.

Look at the sentences in activity 2 and mark the links between the words. Then listen and check your answers.



My Practice 8

5. PRACTISE

Practise reading the sentences in activity 2, linking the words together correctly.



Follow the steps to complete your project.

STEP 1

Research some famous hoaxes in the media. Note down any headlines and the main points about each hoax that you find. Why do you think people fell for these hoaxes? What can this tell us about people's attitudes towards news?

STEP 2

Review pages 6–9. What have you learned about good journalism? Make a checklist of good journalism.

STEP 3

With a partner, discuss what tends to make the news locally, nationally and internationally: is it political events, sports reports, celebrity gossip? Where is the news reported? Who by? Who reads/watches it?

STEP 4

In pairs, choose a recent event you have heard about on the news and collect information about it. How reliable are the sources?

STEP 5

Rewrite the event from Step 4, changing some of the details and the outcome. You can make up some of the facts, but try to make the story believable.

STEP 6

Retell your event as a news report. With your partner, write a script for your report. Remember to use vocabulary and language from this magazine.

STEP 7

In pairs, present your news report to the class and record it. (If you have better equipment at home, the recording could be done as homework.)

STEP 8

Play back your recording to the rest of the class.

MY LEARNING

1. REVIEW

Look back at the magazine and your notebook and solve the anagrams below. Then write sentences using the words.

AHOX	EOUTQ	JAILMOURNS	ICDENEVE	RCSOUE
LDBANCEA	NEEGNUI	VNESIOR	LERIABEL	LAICM

Follow the instructions to create your own anagrams.

1. Go back through the magazine and find five new words you've learned.
2. Write the letters of each word in scrambled order. Then copy the anagrams onto a new sheet of paper.
3. Swap anagrams with a partner. Can they solve them?

2. REFLECT

Look at the sentences and circle the correct number of stars for you (1 star = not an expert, 5 stars = an expert). Then compare with a partner. How can you improve these skills?

I can understand people discussing tricks and hoaxes.	★ ★ ★ ★ ★
I can discuss and write about journalism.	★ ★ ★ ★ ★
I can report what people have said.	★ ★ ★ ★ ★
I can understand a live news report.	★ ★ ★ ★ ★
I can create a news report.	★ ★ ★ ★ ★

3. NEXT STEPS

Choose ONE task to do next.

Option 1

WATCH

Watch the video on how to spot fake news and answer the questions.



Option 2

WRITE

Write a comment on the article *The Rise of Fake News*.

