

## Warm up

Make two columns on the board and title them *Reason* and *Example*. Elicit ways of expressing reasons (e.g. *because*) and examples (e.g. *such as*), and write them on the board. Discuss a topic currently on the news or that you have seen in class recently, and ask questions about reasons and examples.

## Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

## Theory to practice

### Suggested questions

- 1
  - a Example of decision: choosing a shirt to wear.  
Reason for choosing a clean shirt: society tells us to wear clean shirts for tutorials.
  - b Reason for using mnemonics to remember pi: it is extremely long.  
Example of mnemonics: think of a sentence, and use the number of letters in each word to represent the numbers in pi.
- 2
  - a Let me explain. / Let's say / Why? Because
  - b because / One way is to

## Using the Worksheet

### Practice

#### 01 Listen to the extracts and decide if they contain a reason (R) or an example (E).

- Tell students they are going to listen to some sentences, and they have to decide whether they contain reasons or examples. Tell them not to focus too much on understanding the details for now.

#### Answers

a R      b R      c E      d R      e E      f E      g R

### Transcript

#### 01

- a Well, I usually fly because it's the quickest and the cheapest way to get somewhere.
- b The reason for this huge movement of people is simple. It's a tradition for Chinese people to spend New Year with their families.
- c First, there is the frontal lobe, which deals with high-level thinking – intellectual actions like problem-solving, for example.
- d For me, I stay with a local family. You can learn about their lives, and they will get some money.
- e The cerebellum is in charge of movement, which covers things like physical actions, balance and posture, and so on.
- f In developed countries, such as those in Western Europe, the majority of urbanization has already happened.
- g Because our customers call from around the world, I sometimes work night shifts.

## 2 Read the transcript of 01 and underline the phrases used to introduce the reasons and examples.

- Students underline the phrases which introduce reasons and examples.
- When correcting sentence d, draw students' attention to the fact that there isn't always a clear connector like *because* (see Challenges/difficulties on the Factsheet). In these cases, the connection has to be made based on the ideas.

### Suggested answers

- a because
- b The reason for
- c like / for example
- d –
- e like / and so on
- f such as
- g Because

## 3 Use the transcript from Exercise 2 to make notes. Use abbreviations and symbols if you can. The first one has been done as an example.

- Ask students to make notes, ideally as short as possible (as long as they can understand them).

### Suggested answers

- b huge movement people → Chinese tradition: spend New Year w/ family
- c frontal lobe: high-level thinking e.g. problem-solving
- d local family → learn about lives + they get money
- e cerebellum: movement e.g. physical action + balance + posture
- f dev. countries e.g. W. Europe: maj. urbanization happened
- g night shift → customers around world

### TIP

Ask students to read the Tip, explaining that it might be better to invert the order of the ideas in the notes on sentence g (so that the fact comes first) to make it clear. Focus on the difference in intonation to help students understand the difference when listening:

*Because our customers call from around the world, I sometimes work night shifts.*

Rising intonation

*I sometimes work night shifts because our customers call from around the world.*

Falling intonation

## 4 Compare your notes with a partner. How are they similar or different?

- Students compare their answers. Make sure they understand there are different possibilities, and that note-taking is about having a system (abbreviations, symbols, etc.) that you are familiar with.

## 5 Listen to a presentation about fake news and make notes. Focus on the reasons and examples.

- Avoid detailed explanations of the task here, but ask students to focus on noting reasons and examples.

**Transcript**

02

One of the earliest examples of the phenomenon dates back 2,000 years, to Ancient Rome. There was a power struggle between two men, Octavian and Marc Antony. To win the support of the people, and discredit his rival, Octavian made up nasty and untrue rumours about Marc Antony, and had the messages engraved onto coins. Outrageous!

Another famous example of fake news from history is the Great Moon Hoax. In August 1835, a New York newspaper called the *Sun* published six articles claiming there was life on the Moon. They told their excited readers about how scientists had used a special telescope and seen trees, oceans and beaches on the Moon. They even printed this drawing to illustrate the findings. Many people were fooled, and it wasn't until weeks later that the story was revealed as untrue.

These stories represent the two main reasons for fake news: (1) to influence public opinion, and (2) to increase readership. Octavian put his words onto coins to persuade people that his rival was a bad man. Not unlike a politician tweeting about his rivals today! And the *Sun* ran their Moon story because it wanted to increase circulation of the newspaper. The modern equivalent might be websites that post misleading headlines or farfetched stories to maximize the number of hits. We call such stories 'clickbait'.

The following quote is often attributed to Winston Churchill: 'A lie gets halfway around the world before the truth has a chance to get its pants on.' But why do untrue stories seem to be so readily believed and shared? Put simply, it's because people want to believe them. Sometimes, this is because it's just a great story.

But another reason why we believe certain untrue stories is because they help to confirm our worldview – that is, the way we think the world works. For example, if you think rich people are mean and greedy, you are likely to believe a story about a successful businessman defrauding the public or avoiding taxes. And you may well share the story online without ever checking its validity.

**6** **Compare your notes with a partner.**

- Ask students to compare and add to their notes. The systems might be very different, but the information should be the same.

**7** **Use your notes to answer the questions.**

- Elicit the answers. The wording can vary, as long as the information is accurate.

**Suggested answers**

- a** To influence public opinion  
To increase readership
- b** To influence public opinion: Octavian making up rumours about Marc Antony in ancient Rome  
To increase readership: the *Sun* publishing six articles claiming there was life on the Moon in 1835
- c** Because we want to believe amazing stories, and because they help to confirm our worldview.
- d** If you think rich people are mean and greedy, you are likely to believe a story about a successful businessman defrauding the public or avoiding taxes.

**Reflect****8** **Read the transcript of 02. Then compare it with your notes from Exercise 5.**

- Ask students to read the transcript and reflect on the questions.
- Discuss how they would do the task differently next time.