

CHECK!

# Talking about current affairs

**LEVEL**

Intermediate (B1)

**NUMBER**

EN\_B1\_1044C

**LANGUAGE**

English

A man with glasses and a woman are smiling and looking at a newspaper together. The man is wearing a grey polo shirt and the woman is wearing a pink top. They are both looking down at the newspaper, which is held by the woman. The background is a plain, light-colored wall.

## Let's check!

Can I talk about current affairs?

- Can I identify the characteristics of fake news?
- Can I use the future simple for predictions?
- Can I discuss what I do online?



# Warm-up

1. **Read through** the questions below with your teacher.
2. In pairs or small groups, **choose two questions** to discuss.
3. **Share** what you learned about your classmate(s) in the main group.



On average, how many hours per day do you spend online?

Do you have a job that involves a lot of screen-time?

Would you be able to live without Wi-Fi for a week?

What is the biggest news story in your country at the moment?



## Learning outcome 1

Can I identify the characteristics of fake news?



# Talk about a news story

Think of an article, social media post or video you read or watched online recently. Take 2 minutes to **make notes** and then **present it** to the class (step 1). Once all the articles have been presented, **discuss** the follow-up questions (steps 2 and 3) as a group.

1



## Present your article, post or video to the class:

What was it about?

Where did you read or watch it?

Did you learn anything interesting or surprising?

2



## Discuss these follow-up questions:

Do you often use this particular source to find things to read or watch?

Are your classmates familiar with this source?

Do you think it's reliable? Why (or why not)?

3



## Discuss these follow-up questions:

What things do you look out for when you read or watch things online?

Are there certain websites you prefer to others?

What are some popular news sources in your country?



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

---

---

---

---

---

---

---

---

---

---



Find the mistake!

---

---

---

---

---

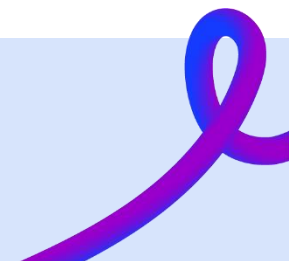
---

---

---

---

---





## Learning outcome 2

Can I use the future simple for predictions?





# Fifty years from now...

**Make some predictions** about possible changes in these areas in the next 50 years.

**Discuss:** Whose prediction is the most likely to happen? Who had the craziest ideas?



Technology in the home

Working life

Education

Travel





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

---

---

---

---

---

---

---

---

---

---



Find the mistake!

---

---

---

---

---

---

---

---

---

---





## Learning outcome 3

Can I discuss what I do online?

# Talking about my life online

Read the topics in the boxes below. **Choose a topic** and take 2 minutes to make some notes about **your own experiences**. You can use the questions to help you, but feel free to add your own ideas. **Discuss your thoughts** with the class.

## Shopping

Do you prefer to shop online or in person?

What are some positives and negatives when buying online?

## Learning

Do you prefer E-learning to in-person classes?

What kinds of E-learning experiences have you had?

## Entertainment

What do you do for fun online?

Talk about the apps or websites you use the most in your free time.

## Travel

What apps or websites do you use to plan trips?

Do you use your phone less when you are on holidays? Why or why not?

## Starting a business

Have you ever thought about starting an online business?

What might be the advantages of having an online business?





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

---

---

---

---

---

---

---

---

---

---



Find the mistake!

---

---

---

---

---

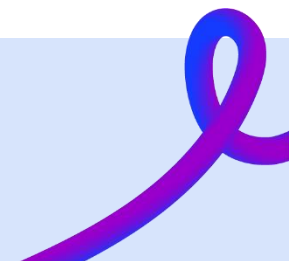
---

---

---

---

---





- Can I identify the characteristics of fake news?
- Can I use the future simple for predictions?
- Can I discuss what I do online?

Your teacher will now recommend whether you should move on to the next chapter or repeat some of this chapter's lessons.

# End of the lesson

Idiom

*He sees everything in black and white*

**Meaning:** to have a simplistic view of a situation



# Additional practice





# Discuss

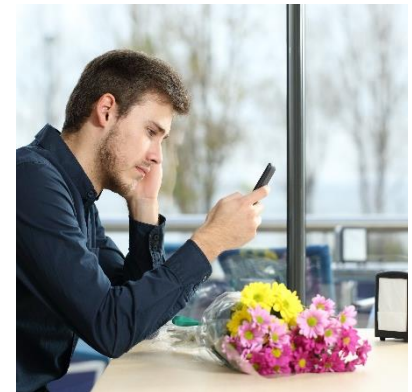


**Believe half of what you see and a quarter of what you read.**

Do you agree with this?

How does this apply to online information?

Give some examples of what you consider fake news.





## Discuss

**How do you decide if  
information is reliable or  
unreliable?**

**Do you re-share news even if you think it  
might be fake?**



# Making predictions



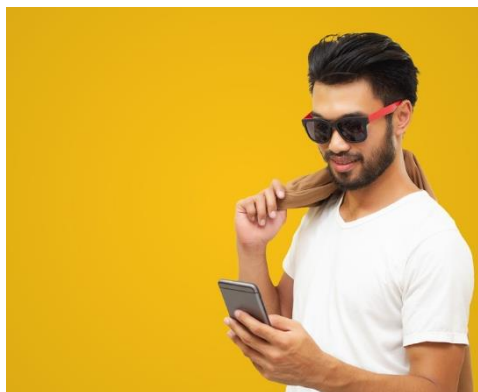
**What do you think will happen?** Joseph is dressed and ready for his job interview at a bank in the city centre. Do you think he'll get the job?





# Role play

Have a discussion with a partner about fake news and social media. One partner believes that all information should be allowed on social media sites, but the other believes that social media companies should put strict rules in place to stop fake news from spreading.



*Fake news is not really a big threat,  
plus we have freedom of speech.*



*Seriously?  
I don't think companies should allow  
information that isn't based on fact...*

- (un)reliable source
- clickbait
- to fall for
- realistic



## Discuss



# Prime Minister twerks in viral video!

Would you believe this  
headline? Why or why not?





## Discuss

**What are some of the benefits of social media?**



**What are some of the drawbacks of social media?**



# Check summary

## Dealing with fake news

### Fake news:

- Dealing with **fake news** can be difficult, so we must learn to tell a reliable from an unreliable source.

### Key nouns:

- clickbait, content, deepfake

### Key verbs

- to doubt, to question, to fall for, to appear to be

### Key phrases

- well written, badly written, to scroll through your newsfeed





# Check summary

## Using *will* to make predictions

### Future simple

- Use ***will + infinitive*** for predictions based on opinion and personal experience.

### Contraction

- In **everyday conversation** we usually use a contraction: E.g. **she'll** win

### No contraction

- In more **formal** and/or written contexts, and to emphasise a point, we don't use the contraction. We use the full form: E.g. **he will** win



# Check summary

## Discussing living digitally

### Benefits and drawbacks:

- The internet can have both **benefits and drawbacks** for society overall. Being aware of the risks and considering them is important.

### Living digitally:

- Expressing your **opinion** and **concerns** about the internet is a good way to have meaningful conversation with others.

### Adverbs of frequency:

- Used to describe *how often* we do something
- For example: *I **rarely** visit a social media website*

### Key vocabulary:

- social network
- To trend
- a scam



# Vocabulary

content

newsfeed

clickbait

fake news

eye-catching

source

reliable

unreliable

to scroll through (your newsfeed)

headline

to spread (false) information

deepfake

rubbish

realistic

well written

badly written

to doubt

to question

to fall for

to appear to be



# Vocabulary list

upcoming

media coverage, news coverage

to keep up with

to be fed up with

stance on

to (not) bet on

to have money on

right (person) for the job

to do well

to bet

to expect

to suppose

to believe

on form

finals

roadblocks

scandal

to guess



# Vocabulary

internet access

to have the world at your fingertips

social network

networking

drawback

to make the rounds

to be glued to your screen

scam

legitimate site

to be up to something

legit

to go viral

to be trending

to be cancelled

always

never

seldom

sometimes

usually



## Notes

