

13 Perfect or real?

Unit profile

Vocabulary: Photography and advertising

Reading: Creating the perfect image

Grammar: The passive; modal passives

Vocabulary: Phrases with *in*

Writing: An online review


Warmer

Write the title of the unit (*Perfect or real?*) on the board. Put students into pairs or small groups. Ask them to think of a famous person often seen in magazines or TV advertisements and to say what they think the differences are between the person in real life and their photo in the advert (e.g. how much makeup they wear, hairstyle, clothes). Monitor and help students communicate their ideas. Invite two or three students to report back to the class and take a vote on the most interesting observation.

Your profile

Discuss the questions as a class. Elicit when and why people take selfies, e.g. when they are with someone famous, or in an interesting place and want to post a photo online. Ask for a show of hands to see how many students have ever taken a selfie and nominate individuals to describe the circumstances and the photo. Ask *Who has ever made digital changes to their photo?* and get any students who have, to tell the class about their experiences.

VOCABULARY Photography and advertising


- 1 Direct students to the 'before and after' pictures and put them into pairs to discuss the question. Monitor and help students communicate their ideas. Invite two or three students to explain their ideas to the class and write any useful vocabulary on the board.
- 2  1.35 Read the question and play the recording. Nominate a student to give the answer and see if the class agrees before confirming. Ask students what the speaker said that helped them decide which picture the girl was talking about.

Audioscript

Girl: It's amazing what can be done on a computer. My brother saw an advert on TV for some new photo-editing software, and he wanted to try out a few digital techniques with it – he's really into all that. I know this kind of software can sometimes be used for the wrong purpose, like if a company wants to sell a product they can make it look better than it really is. But it's good fun to use at home. Anyway, my brother found an old photo of me at the end-of-year school party. Then he downloaded another image of the Oscars ceremony, and brought the two pictures together. So here I am on the red carpet! Unfortunately, he couldn't change the position of the other people to make it seem like they were talking to me. But I really like the result he's created – just a shame it isn't real life!

Answer

d

- 3  1.35 Tell students to read the words in the box and the sentences. Put them into mixed-ability pairs to complete the sentences with the correct form of the words, reminding them that the nouns may be singular or plural. Encourage stronger students to explain their answers if necessary. Check answers.

Answers

1 advert; software 2 techniques 3 purpose 4 product
5 image 6 position 7 result

- 4 Put students into pairs to do the exercise. Invite students to give answers and see if the class agrees before confirming. Ask *Which word is uncountable in English?* (*software*). Check students pronounce the final /t/ in *result*, *advert* and *product* and give pronunciation practice where necessary.

Answers

1 software 2 image 3 result 4 advert 5 position
6 product 7 technique 8 purpose

- 5 Ask students to describe the changes made to the other picture in exercise 1. Monitor and give positive feedback when they use the vocabulary from exercise 3. Ask a student to describe the changes and the class to listen and make a note of the vocabulary they hear from exercise 3.
- 6 Read the questions and put students into pairs to discuss them. Monitor and listen for interesting stories and ideas and nominate individuals to tell the class about their partner.

READING

Books closed. Write *digital editing* on the board. Ask *What do you think this is? Why do people do it?* Write useful vocabulary, e.g. *images* (pictures, especially on film or TV), *airbrushing* (using an airbrush to improve the appearance of something) and *retouching* (making small changes to a photo to improve it) on the board and check meaning as necessary.

- 1 Ask students to look at the picture and title of the article and say what the article will discuss. Do not over-correct for accuracy and help students communicate their ideas.
- 2 Set a short time limit and tell students to ignore any new vocabulary at the moment. Invite two or three students to say which of the ideas on the board were included in the article.

Answer

People's opinions on the advertising industry's use of digital photo editing.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 3

Task description

Reading Part 3 (True/False) tests students' ability to read a text quickly to find specific information. It consists of a long text and ten True/False questions. Students scan the text and say if each sentence is correct or incorrect. The questions follow the order of information in the text.

Tip

Tell students to underline those parts of the text that give the answers, to confirm that they are right.

- 3 ● Ask students to underline the key words in each sentence. Tell them that once they've found the key words in the question in the text, it's a good idea to reread the question and relevant part of the text to check their understanding.

Put students into mixed-ability pairs to do the exercise. Monitor and help as necessary, checking that they have identified the key words and phrases in the statements. (For example: 2 *company, Christy Turlington, eyes, lighter*; 3 *ASA, decision, result, lack of information*; 4 *Jo Swinson described, two celebrities, positive way*; 5 *report, teenagers, realise why, improve images*; 6 *Julia Bluhm, magazine, enough pictures, girls, similar*; 7 *Karen Fraser, completed, research project*; 8 *Karen Fraser, girls often, doubts, truth of adverts*; 9 *Karen Fraser, teenagers understand, digital techniques, personal experience*; 10 *Jo Swinson, proved, link, adverts, teenage health problems*.)

Invite two or three students to give answers and see if the class agrees before confirming.

Fast finishers

Tell fast finishers to make notes on the reasons why the sentences in exercise 3 are wrong. They can share these with the class as you check answers to exercise 3.

Answers

- 1 A (Swinson said that as the images were changed, they didn't show the true results that could be achieved by using this make-up.)
- 2 B (This included making her skin lighter, reducing dark shadows around her eyes ...)
- 3 A (They couldn't consider the digital effects in detail as they weren't given the original photos.)
- 4 A ('Both Christy Turlington and Julia Roberts are naturally beautiful women who don't need retouching to look great'.)
- 5 A (According to the report, today's teenagers know that these 'perfect' images are false and many dislike them, realising that they were created for the purpose of selling a product.)
- 6 B (... one 14-year-old American schoolgirl, Julia Bluhm, challenged the New York-based magazine *Seventeen* to reduce the number of false images it uses, saying that she wanted to see regular girls that looked like her in a magazine that was supposed to be for teenagers.)
- 7 B (So says Karen Fraser, who is currently studying the results of research she carried out in this area.)
- 8 A ('They ... do not believe everything they see'.)
- 9 A (... can recognise changed images immediately. Indeed, many change photos of themselves in a similar way to post online.)
- 10 B (Jo Swinson still believes that advertising of this kind may have a bad effect on teenagers, making them feel less confident and possibly putting their health in danger.)

- 4 Ask students to read meanings 1–5 and check vocabulary as necessary. Monitor and help as they do the exercise in mixed-ability pairs. Check answers.

Extension activity

Write these products on the board: *computer game app* and *beauty products*. Put students into small groups and set a short time limit for them to make a note of how photos to advertise these products might be digitally edited. Bring the class together and ask for suggestions. For example, computer game app: colours made sharper, characters made more realistic; beauty products: people look fitter and healthier, smoother skin.

Answers

- 1 back in the news
- 2 In the end
- 3 a powerful message
- 4 for the purpose of
- 5 have a bad effect on

EP Word profile

Ask students to read the sentences and then set the exercise on page 135. Check answers and then tell students to write sentences of their own using each of the phrases with *result*.

Answers

1 d 2 a 3 e 4 c 5 b

Talking points

Put students into pairs and tell them to choose one of the questions to discuss. Monitor and join in, and make a note of interesting ideas. Invite two or three students for each question to report their discussions back to the class, and encourage other students to give their opinions.

Cooler

Put students into pairs. Tell them to each choose four words from Vocabulary exercise 3 and read the definitions for their partner to guess the word.

GRAMMAR The passive

Books closed. Write the sentence *Julia Roberts' image was changed* on the board. Ask *What's the subject of the sentence?* (Julia Roberts) *Who changed her image?* (We don't know) *Is it important who changed it?* (No). Underline the verb form (*was changed*) and elicit its name (the passive). Ask students to find other examples of the passive in the article on page 77, e.g. *airbrushing techniques were used*.

- 1 Do the exercise as a class. Check they understand the meaning of *handled* in example 3 (dealt with).

Answer

- 1 were changed
- 2 are used
- 3 was handled

Example 3 tells us who performed the action.

- 2 Do the exercise as a class, asking for answers and giving feedback rule by rule. For each answer, refer back to the examples in exercise 1. Check students understand the term *agent* (who or what performs the action) in rule e.

Answers

a be b present c past; was; were d subject e by

→ Grammar reference Student's Book page 157

- 3 Ask students to read sentences 1–5 and check vocabulary as necessary. Monitor and help, checking students are using *by* + agent where appropriate, as they do the exercise individually. Nominate individuals to give answers and see if the class agrees before confirming.

Mixed ability

If you think some students will find exercise 3 challenging, offer support by writing the following verbs on the board: *draw*, *choose*, *drive* and *show*. Ask stronger students to give the past participle and write them on the board (*drawn*, *chosen*, *driven*, *shown*).

Fast finishers

Ask fast finishers to write five sentences, some in the passive, some in the active. They swap their sentences with another fast finisher, who writes A (active) or P (passive). Elicit some examples after checking answers to exercise 3.

Extension activity

Play 'Guess the product'. Put students into pairs to think of three different products. For each one, they should make a note of what it's used for, where it's bought and what it's made of. They write the name of each product on slips of paper. Students work with another pair and ask and answer questions in the passive to guess the product, for example *Is it used to/for...? Is it bought in ...? Is it made of ...?* Get one or two pairs to share their descriptions for the rest of the class to guess the product.

Answers

- 1 were drawn by 2 are chosen 3 was driven by 4 weren't shown

Modal passives

- 4 Do exercise 4 as a class. Point out that the words in bold in the example sentences are modal passives, and ask students to identify the modals (*can*, *could*, *couldn't*). Remind them that modal verbs are followed by the infinitive, and complete the rule together.

Answer

be; past participle

- 5** Monitor and help as students do the exercise individually. Allow them to compare their answers with a partner before checking as a class. To check answers, nominate one student to choose a sentence, and to name another to give the answer. The class decides if the answer is correct, before the second student nominates another to read a sentence for someone else to answer. Continue until all the sentences have been completed.

Answers

- 1** can be spent **2** must not be used **3** may be required
4 must be completed **5** may not be allowed
6 might be given

Corpus challenge

Put students into pairs to correct the mistake. Remind students that we form the passive with the verb *be* + the past participle.

Answer

This game can be played online.

VOCABULARY Phrases with *in*

- 1** Do exercise 1 as a class. Read both sentences then ask students to read the meanings a–f. Nominate individuals to give answers and see if the class agrees before confirming.

Mixed ability

For weaker students, reduce the number of options students choose from. Tell them to choose from options b, d and e. Stronger students complete the exercise using all of the options.

Answers

- 1** e **2** b

- 2** Put students into pairs to do the exercise and monitor and help as necessary. Check answers. If some students have difficulty understanding the meanings of the phrases in the box, ask questions to give support, e.g. *If you do something 'in advance', do you do it before or after you have to?* (before); *If you start a sentence with 'in future', are you going to refer to something that has already happened or will happen?* (will happen); *If you use the phrase 'in general', are you talking about something happening usually or not often?* (usually); *If you use the phrase 'in particular', are you going to mention something specific or general?* (specific); *When you start a sentence with 'in the end', are you going to talk about something that has already been thought about or something you are going to think about?* (already thought about).

Answers

- a** in general
c in the end
d in advance
f in particular
 In future means 'beginning from now'.

- 3** Tell students to read the text and ignore the spaces. Ask *Where did the writer want to go?* (a concert), *What did the writer's dad want to do?* (go to the concert as well) and *What happened in the end?* (his dad drove him there and picked him up afterwards). Monitor and help as students complete the text individually. Check answers.

Answers

- 1** In general **2** in advance **3** in the end **4** In fact
5 in particular

WRITING An online review

- 1** Put students into small groups to discuss the questions. Feed back as a class and take a vote on the most popular product.
- 2** Ask students to read the review and answer the questions individually. Check answers and explain any new vocabulary, e.g. *slide* (move easily over a surface), *overdub* (record additional sounds on an existing recording), *soundtrack* (music used in a film).

Fast finishers

Tell fast finishers to make a note of any new words and phrases and check meanings in a dictionary. They can share their new words with the class after checking answers to exercise 2.

Answers

- b** the mini drum machine. Yes, it recommends the product.

- 3** Read the instructions and monitor and help as students complete the table. You could put them into groups of three, with each completing one column each. Check answers.

Answers

Positive adjectives: awesome, cool, perfect
 Adverbs: really, Amazingly
 Linking phrases: Another advantage is that, For a start, Plus

- 4** Tell students to look at the words and phrases in the box. Ask which ones join your ideas (*besides this problem; one disadvantage*) and which are negative adjectives (*limited, disappointing, expensive*). Monitor and help as students complete the exercise. Invite two or three students to give answers and see if the class agrees before confirming.

Answers

- 1 too expensive 2 One disadvantage 3 limited
4 Besides this problem 5 really disappointing

- 5 Read each of the sentences aloud for students to say, as a class, if each one is a recommendation or advises against a product.

Extension activity

Students write three review sentences. They read their sentences to a partner, who decides if the comment makes a recommendation or advises against a product.

Answers

- 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗

- 6 Monitor and help with ideas as students work in pairs to choose a different product and plan their review. Tell them to make a note of adjectives and adverbs, and phrases to join their ideas.
- 7 After writing their review, students could swap with a partner and check that all the information from the *Prepare* box has been included.

Cooler

Put students into small groups. Tell them to think of a product and write a review sentence for it (without naming the product). They read their sentences aloud for others to guess the product.

Project

Tell students that they are going to give a presentation on two advertisements: one which contains an image they think has been changed in some way, and another which looks like it hasn't, e.g. one from the past. They should describe the product and say what it's used for, and describe how the advert might have been digitally edited and why.

Put students into pairs to brainstorm ideas on types of product (e.g. sportswear, makeup, clothes, skin care products) and where they might find them (e.g. in magazines, on billboards, on websites, on TV). Tell students to plan their presentation, and to decide who looks for which type of advertisement. Suggest they work individually on their part of the project. Students can give their presentations in the following class. Encourage them to use PowerPoint in their presentation if at all possible.

Teacher's resources

Student's Book

Grammar reference and practice page 157
Vocabulary list page 141

Video

Perfect or real

Workbook

Unit 13, page 52

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks