

Unit 2 >>> Digital footprints

1

- Students have already watched the video once in class (Student's Book Exercise 3, page 16). Ask them to say who *Big Brother* is, but don't confirm or correct any of their answers. Hand out the worksheets.
- Read the questions in the survey and review the meaning of *apps*, *public transport* and *CCTV* by asking students to provide simple definitions of them in English.
- Allow students time to complete the survey for themselves, marking their answers in the first column. Walk around and check the answers as they work, making sure they have understood.
- Once all the students have completed the survey ask them to walk around the classroom asking and answering the questions, until they find someone with completely different answers from their own.
- Read the questions out loud one by one and invite some students to share their answers with the class.

Extra activity

To expand further on the *Big Brother* theme, elicit digital devices that we use that can also show where we are or what we are doing: *mobile phones*, *tablets*, *computers*, *apps*, etc. Discuss with students if they ever feel that they're being watched.

2a

- Put students into pairs to watch the first part of the video up to 01:14. They discuss what they know about the words. You should expect responses from them like: *government propaganda*, *a book about the future*, *the author's idea of how life would be in 1984*, *being watched/filmed by 'Big Brother'*, etc. Ask students what they think about the idea of being filmed wherever they go.

b

- Read the descriptions with the class and elicit or explain any unknown vocabulary, eg *face recognition software*, using simple definitions or sentences that demonstrate the meaning.
- Students watch the video and number the items in the order they see them. Review the order with the class.
- Put the students into pairs to identify which questions in Exercise 1 the scenes refer to. Go around the class checking students' ideas orally.
- Check the answers with the whole class.

Answers

- 4—A CCTV camera filming (refers to question 4)
- 2—A person travelling on a train (refers to question 3)
- 3—Using a credit card (refers to question 5)
- 5—Face recognition software (refers to question 4)
- 1—People in the street talking with mobile phones (refers to questions 1 and 2)

c

- Put the students into pairs. Ask them to discuss the questions and to be as detailed as possible in what they say. Go round the class asking some pairs to share their answers and compare ideas.

3a

Note: Play the video again from 00:01 to 01:14 for students to listen to the information once more. Elicit which aspects mentioned are negative.

Answers

nothing is private, it's impossible to be alone

- Put the students into pairs. Now students write a positive voice-over.
Review that a *voice-over* is the voice we hear talking over the images in a video, for example, in a documentary film or news report. We can hear the person talking, but we can't see them.
- Go around the class checking that students are writing the voice-over in the third person singular, as if they were a narrator. Make sure they include the use of the present perfect simple and the present perfect continuous.

b

- Keep students in the same pairs. Tell them they are going to present the voice-over from Exercise 3a to the class. Allow pairs to practise reading their voice-over or, if they are allowed electronic devices in the classroom, to record it.
- Invite pairs to present their voice-overs to the class or play their recording. Monitor and make a note of any errors or good use of language to go over with the class.

Extension

If there is time in class, or as a homework activity, ask students to write a negative voice-over for the video.