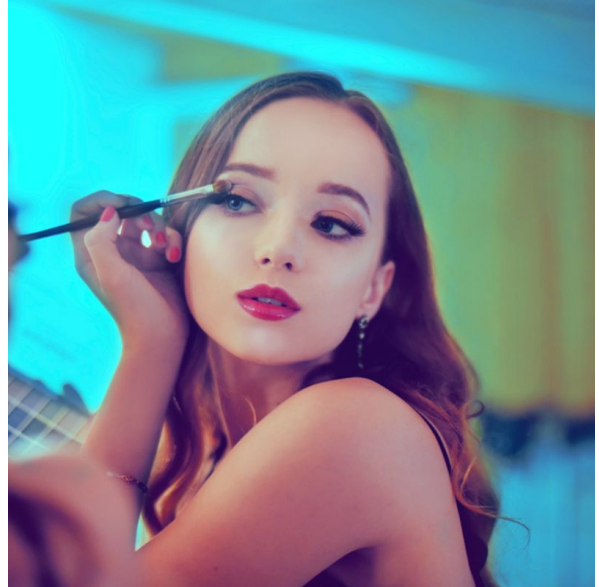




# MAGIC MIRROR



Scan to review worksheet

Expemo code:  
12K4-86C9-9XED

1

## Warm up

## SNOW WHITE



Answer these questions.

1. Do you know any stories about magic mirrors?
2. If you had a magic mirror, what would you want it to show you?

2

## Watch for main idea

Video



Magic mirrors are real! Watch this news report about an "augmented reality" mirror and answer these questions:

1. Where is it being used?
2. How is it being used?
3. Why is it being used?



### 3 Vocabulary

These words were used in the report. Complete the matching exercises to check the meaning of the words in bold.

#### Nouns

1. This item is very expensive because it's a top **brand**.
2. If there are any **imperfections** in your work, you won't get paid.
3. You've been crying - your **mascara** has left black marks on your face.
4. That's a lovely **shade** of yellow - exactly the same as those flowers.
5. An egg has a smooth **texture**, while wood has a rough texture.

- a. a product that a specific company makes
- b. a type of color
- c. a type of makeup that makes your eyelashes thicker and longer
- d. how something feels when you touch it
- e. mistakes

#### Verbs

1. The laboratory **analyzes** the results of your test and sends them to your doctor.
2. The computer **generated** a chart using the information we gave it.
3. It makes sense to **minimize** our costs by moving to a cheaper office.
4. Children should **be praised** by their parents when they are helpful around the house.
5. The fire was **spreading** so quickly, we had to leave the building immediately.
6. You should definitely try a short hair style - I think it will really **suit** you!

- a. decrease something to the lowest possible amount or smallest possible size
- b. hear positive comments about something they have done correctly or well
- c. look good on someone
- d. made or produced
- e. moving from one place to another
- f. studies something in detail to learn more about it



## 4 Listen for detail

Use words from the last exercise to complete the sentences from the report. Listen again to check.

1. Want to know what \_\_\_\_\_ of lipstick or brand of \_\_\_\_\_ will \_\_\_\_\_ your face without having to touch it?
2. ...a mirror takes a photograph of the customer's face and \_\_\_\_\_ it.
3. It then recommends products based on skin \_\_\_\_\_, while correcting \_\_\_\_\_.
4. Customers can then see a computer- \_\_\_\_\_ image of what they would look like using certain cosmetics.
5. To \_\_\_\_\_ human contact and prevent the virus from \_\_\_\_\_, the shop has also put QR codes next to all products on display.
6. South Korea has been \_\_\_\_\_ for how it has handled COVID-19.

## 5 Talking point

Discuss these questions in pairs or small groups.

1. Have you ever tried an "augmented reality" mirror? Would you want to try this technology?
2. Do you think this technology has any disadvantages?
3. What other products could this technology sell?
4. Do you think customers will want to return to the old ways of shopping when it's safe to do so? Why/not?

## 6 Vocabulary review

Work in A/B pairs. Take turns to ask your partner to answer each of your questions in 30 seconds and write down their answers. After ten minutes, you will find out the correct answers and give your partner points.

**Student A - ask Student B**

1. Examples (3 points) - name three ways to stop a virus **spreading**.
2. Examples (3 points) - name three different things with a soft **texture**.
3. Pronunciation (2 points) - pronounce this word correctly and think of another word with the same vowel sound. **suit /su:t/**
4. Collocation (1 point) - put the letters in order to make a word that collocates with **generate**.  
That documentary about climate change has generated a lot of **isterent**.
5. Sentences (1 point) - put the words in order to make a sentence:  
**imperfections / interesting / your / make / more / face**

**Student B - ask Student A**

1. Examples (3 points) - name three more types of **makeup** that weren't mentioned in the report.
2. Examples (3 points) - think of three things you'd say to a student to **praise** them.
3. Pronunciation (2 points) - how many syllables are there in this word? Which syllable is stressed?  
**minimize**
4. Collocation (1 point) - put the letters in order to make a word that collocates with "**generate**".  
You can generate **etitricycle** using solar or wind power.
5. Sentences (1 point) - put the words in order to make a sentence:  
click on / to **minimize** / the corner / of the screen / the window



# Transcripts

## 3. Watch for main idea

Want to know what shade of lipstick or brand of mascara will suit your face without having to touch it?

A new augmented reality mirror can help.

In the **main store of Amorepacific, a top Korean cosmetics brand, a mirror takes a photograph of the customer's face and analyzes it.**

It then recommends products based on skin texture, while correcting imperfections.

**Customers can then see a computer-generated image of what they would look like using certain cosmetics.**

And in times of social distancing, the technology is a hit with shoppers.

**"Due to coronavirus, it was uncomfortable to test cosmetics after someone had used them.** However, this is very convenient as I can see the actual color on my face in a form **of AR image** without even touching my face."

In **addition to social distancing, the South Korean government recommends shoppers try cosmetics on the backs of their hands, not on their faces.**

To minimize human contact and prevent the virus from spreading, the shop has also **put QR codes next to all products on display.**

Customers can check details with their cellphones instead of talking to staff.

South Korea has been praised for how it has handled COVID-19.

**But Asia's fourth-largest economy has also experienced new cases of the virus in recent weeks, mostly in the capital.**

## SEOUL CAPITAL



# Key

## 1. Warm up

5 mins. This stage briefly introduces the topic of the lesson. Call attention to the picture of a "magic mirror" and elicit stories and ideas in answer to the two questions. It's fine if students don't have lots of ideas - the aim is to start thinking about the topic. If students need some support, you could feed in some of the answers below.

ANSWERS: 1 Students may suggest the fairy tale Snow White, as the evil stepmother had a magic mirror that showed the most beautiful person in the world, and the Harry Potter stories, which featured a magic mirror that showed you what you most wanted in the world. 2 Students' own answers, which might include how they will look in the future, how they looked in the past, what they would look like if they changed an aspect of their appearance, what's happening in another place far away, etc.

## 2. Watch for main idea

5 mins. In this stage, students watch a short news report (1:24 mins) to understand the main idea. Explain the context, pointing out the technical term "augmented reality," and set the task. Show the report, and then let students work in pairs to answer the questions, before checking answers with the whole class. Compare the report with student answers to question 2 in the Warm up.

1. In a shop in Korea
2. To sell makeup
3. To keep shoppers safe from COVID-19

## 3. Vocabulary

10 mins. In this stage, students define some key words which relate to the news report. All of these items will be a useful addition to the active vocabulary of students at this level and will be revisited later on in the lesson. Explain the task - students work alone initially and check answers in pairs.

Variation: Set students up in A/B pairs and explain the task - each student in the pair has one matching exercise to complete (nouns or verbs) and must be prepared to share their answers and explain the vocabulary in bold to their partner. All students should work without dictionaries to complete the sentence matching - you could ask students to check answers in A+A or B+B pairs initially. Then recombine the students into A+B pairs so they can share answers and explain vocabulary.

Check answers with the whole class and at the same time make sure students are pronouncing the words in bold accurately (stressed syllables are underlined). Students often mispronounce the word "suit" - it has the phoneme /u:/, as in "boot" - it's worth taking the time to drill this, and also to elicit that the noun "suit" (a set of men's formal clothes) has the same pronunciation.

Nouns:

1. a                      2. e                      3. c                      4. b                      5. d

Verbs:

1. f                      2. d                      3. a                      4. b                      5. e                      6. c

## 4. Listen for detail

10 mins. In this stage, students use the vocabulary from the previous exercise to demonstrate and understanding of more detailed meaning. Explain the instructions - they can work in pairs to predict/recall the missing words.



Then they listen again to the report to confirm their ideas and go over the answers with the whole class. They will have an opportunity to discuss issues raised by the report in the next stage and extend their understanding of the vocabulary in the stage after that.

1. shade, mascara, suit
2. analyzes
3. texture, imperfections
4. generated
5. minimize, spreading
6. praised

## 5. Talking point

15 mins. In this stage, students can offer a personal response to some of the issues raised in the report. Encourage them to give full answers including reasons and examples, and to explore alternative points of view in their discussion. Monitor and support as appropriate so you can offer corrections at the end, as well as comment on points which were raised.

ANSWERS: students' own answers.

## 6. Vocabulary review

15 mins. In this activity, students have the opportunity to extend and activate some useful items of vocabulary from the report. This speaking and listening activity has been structured as pair work but could also be adapted to be a team game. Set students up in pairs and ask them to cover their partner's questions. Explain that they are going to ask their partner to answer questions and record their partner's answers - right or wrong. There is a time limit of 30 seconds for each partner to answer the question after it has been read. You could shorten/extend this time if appropriate. Encourage students to listen carefully to each other's questions and answers - they can say "Sorry?" or "Pardon?" if they'd like the speaker to repeat. Discourage students from reading each other's questions or writing their own answers on their partner's paper - this is a speaking and listening task. For 1-1 lessons, the student can answer one or both sets of questions within the same time limit.

After around ten minutes, reveal the answers by reading them out or writing them on the board. Some questions have many possible answers - accept any reasonable suggestions. Count up the points indicated for each question to find the winner.

Student A's questions for B:

1. wear a mask / keep 2 meters apart / stay home if you feel sick
2. a baby animal or human baby's skin / a pillow / an expensive sweater
3. "suit" is pronounced like boot, shoe, move, etc
4. interest
5. Imperfections make your face more interesting.

Student B's questions for A:

1. eyeshadow / blusher / foundation
2. Well done on your report! / You're making good progress! / That's a really great answer
3. mi-ni-mize
4. electricity
5. Click on the corner of the screen to minimize the window. OR To minimize the window, click on the corner of the screen.