

READING 1	Interpreting visual data
READING 2	Identifying stance and distancing
STUDY SKILL	Questioning numbers and statistics
VOCABULARY	Vocabulary for the description of data
GRAMMAR	Inverted conditionals: real and unreal present
WRITING	Using data to support opinions

Warm-up

Draw a horizontal line on the board. On the far left, write the year 1958 above the line. On the far right, write this year's date above it. At appropriate points along the line, write the following dates: 1967, 1972, 1983–1985, 1994, 2008. Tell students that each of these dates refers to a key event in the history of video games. Elicit from the class what might have happened in 1958. (**Answer:** The first “video game”—a table tennis game—was invented by physicist William A. Higinbotham at the Brookhaven National Laboratory in Upton, New York.)

Next to the timeline, write the following events: the *video game crash*, *Nintendo Wii released*, *The Magnavox Odyssey* (first home games console) *released*, *first games console designed*, *ratings system introduced*. Put students into pairs and ask them to match the events to the dates on the timeline, and discuss why each of these events was significant.

Go through the answers with the class. (**Answers:** 1967 = first games console (a working prototype) designed; 1972 = Magnavox Odyssey (first home games console) released; 1983–1985 = video game crash, significant as it was a large recession in the gaming industry, which affected mostly North America; 1994 = ratings system introduced, significant as, up to this point, gamers of any age could buy content showing graphic imagery; 2008 = Nintendo Wii released, significant because it is the highest-selling games console of all time.)

Finally, put students into small groups and have them discuss the following questions:

- 1 What are some of the current trends in the gaming industry?
- 2 What are some of the positive and negative effects of gaming?
- 3 Is gaming more popular among men or women?

Discussion point

Give students time to review the charts alone before discussing the questions in pairs. Monitor the activity and help with vocabulary where needed. Encourage

further discussion by asking follow-up questions (e.g., *Is this changing? What evidence is there for that? Do you think this trend will continue? Why / why not?* etc.). Give feedback as a class, encouraging students to justify their ideas with evidence and / or examples. Where appropriate, use the students' ideas as the basis for class-wide discussion, writing any useful emergent language on the board.

VIDEO

Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and give feedback as a class.

ANSWERS

1 d 2 c 3 a 4 b

While you watch

Play the video once. Ask students to watch the video and complete the exercise. Play the video again so that students can check their answers. Give feedback as a class.

ANSWERS

1 F (It will rise to \$45 billion over the next 3 years.) 2 T
3 T 4 F (Despite their increasing market share, mobile games form only a small part of this ever-popular industry.)

See page 102 for the video script.

After you watch

Put students into pairs or groups and ask them to complete the exercise. Encourage them to use what they have learned in the video to answer the questions. Give feedback as a class.

READING 1

Instant satisfaction

Warm-up

Ask students how they keep up to date with global news. Write their answers on the board, putting any examples of physical media on the left (e.g., daily newspapers, leaflets, etc.), and any examples of digital media on the right (e.g., websites, apps, etc.). Next ask students how they

buy or listen to music, again writing physical media on the left (e.g., CDs, vinyl, etc.) and digital media on the right (e.g., Spotify, on-demand services, etc.). Now elicit how to categorize the information on the board and add the titles *physical media* and *digital media*.

Finally, put students into groups to answer the following questions:

- 1 What are the advantages of listening to music online rather than buying a physical copy of the album / single?
- 2 Why do you think services like Netflix are so popular?
- 3 In the gaming industry, which do you think is more popular: physical or digital media? Why?

A Vocabulary preview

- 1 Remind students that the words in this section all appear in the reading text. Then, give students time to complete the sentences alone before checking their answers with a partner. Give feedback as a class, eliciting new contextualized sentences to consolidate the vocabulary. Write the part of speech and phonemes on the board before drilling any pronunciation students are struggling with. If you have time, elicit other forms of the words in the box (e.g., *consume* (v), *dominant* (adj), etc.) and encourage students to use these in sentences.

ANSWERS

- 1 subscription 2 dominate 3 norm 4 staggering
5 embrace 6 sector 7 feasible 8 Consumption

- 2 Ask students to review the sentences on their own, and to make a note of whether they agree overall which each statement, or disagree, and to what extent. Students then work in pairs to discuss their views. Encourage them to focus on those statements they disagree on, supporting their own view with evidence and examples. Ask students to report back to the class on those statements they initially disagreed on and to outline any changes in opinion after the discussion.

B Before you read

Activating prior knowledge

Write *Changes in technology in the past 50 years* in a circle in the center of the board. Elicit a few ideas from students and build up a spidergram on the board, with the ideas coming off the central title. Choose one of the ideas and then draw two more branches coming from this part of the spidergram, one labeled “+” and the other “-”. Ask students to identify the positive and negative impact of this change on society. Add their ideas to the spidergram. Students work in pairs to copy and then continue to build the spidergram with their

own ideas. During this process, ask individual students to go to the board to add their ideas. Review the completed spidergram on the board as a class, and ask students if they think the impact overall has been more positive than negative.

C Global reading

Identifying main ideas

Elicit from students that they should skim read the text in order to match the headings with the paragraphs, rather than scan for information or read for detail. Before approaching the text, ask students to review the headings in pairs, discuss their meaning, and identify possible synonyms for the key words. Then, give students time to match the headings to the paragraphs alone. Set a short time limit for this to ensure students are reading quickly.

ANSWERS

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

D Close reading

Interpreting visual data

Warm-up

Draw students’ attention to Figure 1.1 on page 29 (display on the interactive whiteboard if you are able to) and elicit what it shows. (**Answer:** Global recorded revenues in the music industry between 2005 and 2015. It shows the proportions of revenue received from physical media, digital media, performance rights and synchronization.) Ask why the figures are written to one decimal place.

(**Answer:** As a billion is followed by nine zeroes, it would be impossible to add this to the graph.)

Next, put students into pairs and ask them to discuss the possible advantages and disadvantages of presenting information visually in a graph. (**Possible answers:** advantages = It allows you to present a large amount of information easily. It visually shows trends, etc.; disadvantages = Data could be presented in a misleading way. Graphs don’t allow for analysis. You can only represent a limited number of different factors in one visual, etc.)

- 1 Before starting the exercise, elicit the meaning of *performance rights* (= money paid to an artist whenever their song is played live) and *synchronization* (= money paid to artists when their music is used in movies, TV, etc.) Next, have students read the summary and select the correct word from each pair. Ask students to check in pairs then check as a class.

ANSWERS

- 1 exceeded 2 no 3 doubled 4 steady

- 2 Highlight that students need to complete each sentence with a number taken from Figure 1.1, and that sometimes they will need to combine data to get the correct answer. Then, give students time to complete the sentences alone before checking their answers with a partner. Give feedback as a class, encouraging students to explain how they worked out the answers.

ANSWERS

1 20 2 11.9 3 12.6 4 2.1 5 11.9

- 3 Put students into pairs to discuss the questions. Monitor the activity and encourage students to explain their reasoning. Give feedback as a class, discussing ideas as appropriate.

POSSIBLE ANSWERS

- Total revenue has decreased—the industry is making less money than it did ten years ago; physical sales have steadily generated less revenue; digital sales have steadily generated more revenue.
- Illegal downloads and the rise of legal streaming services seem to have had a significant impact on the industry as a whole, driving down revenue overall, but driving up digital sales at the expense of physical sales.

E Critical thinking

Put students into small groups to discuss the questions. Ask them to brainstorm ideas for the first question and then to select the top two reasons, in the group's opinion, for the second question. Share these ideas as a class and together assess the level of agreement before considering the disadvantages and effect on performers.

Extension activity

Write the following debate prompt on the board: *The shift toward streaming is detrimental for all sectors of the music industry.* Tell the class that you are going to have a debate. Put students into two–four groups and check they understand the vocabulary in the prompt. Tell one group that they should argue in favor of the statement and the other group should argue against it.

Give the groups time to brainstorm five key points to make in the debate, encouraging them to make a note of any evidence that supports their ideas. Next, tell them to predict what the opposing team might say and how they might respond.

Next, bring the groups back together. Have the first team present an argument, and the second team respond. When discussion on that point has been exhausted, switch the roles. Follow this process until each team has worked through all of their arguments.

Finally, have students vote on whether they personally agree or disagree with the statement.

STUDY SKILLS

Questioning numbers and statistics

Warm-up

Write the following sentence on the board: *A recent survey conducted by games publisher Loki Tech, found that 19 out of the 20 gamers asked thought that gaming played a positive role in their lives.*

Put students into small groups and have them discuss the following questions. Encourage students to say how they would improve the method of the survey, where relevant:

- Why is it important that the survey was conducted by a games publisher?
- Is the sample size big enough to be significant?
- Why might gamers be more inclined to think gaming was positive than their non-gaming counterparts?

Give feedback as a class. **(Possible answers: 1** Surveys should be conducted by an independent company—a games company might be biased and either have written the survey in such a way that it elicits the answers they want or misrepresented their findings to make themselves look better and therefore sell more games. **2** 20 is not a very large sample size—good studies focus on much larger groups. **3** Presumably people that describe themselves as “gamers” enjoy playing video games and are therefore less likely to have a negative view of them. The survey should have asked a range of people who spend varying levels of time playing computer games.)

- Before starting the exercise, work through the *Questioning numbers and statistics* box as a class, focusing on anything that wasn't covered in the *Warm-up* discussion. Then, put students into pairs to read the descriptions of each data set and identify potential weaknesses. Monitor and remind students to refer to the four questions in the skills box to guide their analysis. Give feedback as a class.

POSSIBLE ANSWERS

- Likely to be biased as commissioned by a company with a financial interest. Showing the positives only, without study of the negatives.
- Limited sample—one country, one company, one role.
- Could lead to inaccurate data because of the touchscreen. Not everybody owns a smartphone, so there might not be a broad range of people surveyed.

- Read through the instructions with students. Highlight that, though the data sets may be reliable, the interpretation of the information can itself contain weaknesses. Then, put students into pairs to analyze the weaknesses in the student interpretations. Monitor before giving feedback as a class.

POSSIBLE ANSWERS

- 1 The survey is limited to one profession in one country, but the interpretation is for all jobs in all countries.
 - 2 The survey is potentially biased due to who commissioned it, and the interpretation does not acknowledge this.
 - 3 The research does not mention how much better it is. There is no indication as to where the local lamb is being bought or how damaging it is.
- 3 Put students into pairs to discuss the questions. Then, combine pairs into small groups to extend the discussion further.

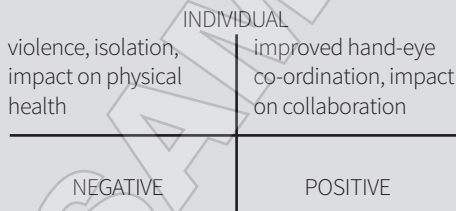
READING 2

Gaming, society, and the individual

A Vocabulary preview

Warm-up

Write the following words on the top left-hand side of the board: *violence, isolation, impact on physical health*, and these words on the top right-hand side: *improved hand-eye co-ordination, impact on collaboration*. Put students into pairs and have them speculate what topic connects the ideas on the board, and how the two sets might be categorized. While students are talking, draw a horizontal line underneath the two sets of words, and a vertical line between the two (extending below the first line to create a large cross). Give feedback as a class, writing the title *Negative effects* on the horizontal line below the group of words on the left, and *Positive effects* on the horizontal line below the words on the right. Then write *Individuals* along the top half of the vertical line. When you're finished, the diagram should look like this:



Finally, have students work in small groups to copy the diagram into their notebooks before adding their own ideas. Give feedback as a class, writing interesting ideas on the relevant side of the diagram. If possible, keep the diagram on the board as there is the opportunity to add to it in the *Before you read* section later in the class.

- 1 Give students time to complete the questions alone. You may want to point out to students that for some of the sentences more than one of the options will fit. Ask students to check in pairs then check as a class, writing the full questions on the board, complete with part of speech and phonemes for the new vocabulary.

Point out that *isolation* works better as an answer to question 8 as the context and the word *inevitable* suggest something negative. Drill pronunciation of any items students are having difficulty with. If you have time, elicit any useful collocations (e.g., *spatial awareness, social interaction*, etc.).

ANSWERS

- 1 peers 2 aggression 3 interaction / isolation
4 prolonged 5 analytical 6 awareness 7 deficit
8 interaction / isolation

- 2 Put students into pairs to discuss the questions. Give feedback as a class, encouraging students to use the target vocabulary and to support their opinions with examples and / or evidence.

B Before you read

Activating prior knowledge

If the diagram from this class is still on the board, remind students that it focuses on positive and negative effects of gaming on the individual. Have students copy the diagram into their own notebooks (if they haven't already done so) and tell them to add the title *Society* along the bottom half of the vertical line. Then give them time to add their own ideas to the bottom half in the positive and negative columns. When they are finished, put students into small groups and have them discuss whether gaming largely has a positive or negative effect on individuals and society as a whole. Encourage them to use their diagrams to help themselves. Give feedback as a class, writing up interesting ideas to each section of the diagram on the whiteboard.

C Global reading

Identifying main ideas

Give students time to read through each of the options (a–f) before eliciting synonyms for the key words and / or the kind of content or vocabulary students might expect to find in the corresponding paragraph. Then set a short time limit for students to skim read the paragraphs and match the main ideas. Go through the answers with the class, encouraging students to explain what information in the text led them to each answer.

ANSWERS

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

D Close reading

Identifying stance and distancing

Give students time to read through the *Identifying stance and distancing* box. Highlight that though the writer's opinion is often clearly stated, at other times it is more

subtly expressed and the reader needs to interpret the adverbs of attitude used. Ask students if they can think of any more adverbs that may indicate a writer's stance. Write any useful suggestions on the board (**Possible answers:** *hardly, thankfully, hopefully, unsurprisingly, etc.*).

Students read the text again and decide if the statements agree with the views of the writer. For each *yes* or *no* answer, ask students to identify the adverb of attitude. Encourage them to explain the writer's actual views when the answer is "N". Ask students to check in pairs then check as a class.

ANSWERS

- 1 N—frankly (Para 2: the author believes there is evidence that is contrary to this)
- 2 Y—actually
- 3 Y—undoubtedly
- 4 NG
- 5 Y—counter-intuitively
- 6 NG
- 7 N—reasonably (Para 5: the author thinks it's reasonable to consider gaming a contributory factor in childhood obesity)
- 8 NG

Exam skills

Explain that as *Yes, No, Not Given* exercises feature in the IELTS reading paper, it's useful for any students wishing to take that exam to practice this type of activity as much as possible.

Highlight that the *Not Given* option arguably presents the biggest issue here as although something may sound plausible (and may even sound like the kind of thing the writer might say), if it isn't clearly expressed in the text, it must be marked as *Not Given*.

Some other tips for this question type are:

- Ignore your own knowledge, experience, or biases. Only focus on what's in the text.
- Look for synonyms of the key words in each option.
- Options appear in the same order they're presented in the text.
- There is highly likely to be at least one of each answer type.

E Critical thinking

Put students into pairs to discuss the questions. Monitor, asking follow-up questions to drive the conversations forward whenever appropriate. Give feedback as a class, encouraging students to justify their opinions with examples and / or evidence.

VOCABULARY

Vocabulary development

Vocabulary for the description of data

- 1 Give students time to complete the definitions alone before checking with a partner. Give feedback as a class, writing phonemes for each new vocabulary item on the board, and drilling any pronunciation students are having difficulty with. If you have time, elicit any useful collocations, focusing in particular on modifiers and how they change the meaning (e.g., **the vast majority of ...**, **a small proportion of**, etc.).

ANSWERS

- 1 exceed 2 overwhelming majority 3 negligibly
- 4 sizable 5 account for 6 flatten out 7 vastly
- 8 significant proportion

- 2 Ask students to read the description below the bar chart and encourage them to identify the kind of word they need for each gap (e.g., adverb, comparative, etc.) and, using the information in the chart, the idea that this word is trying to convey (e.g., a large change, a sudden decrease, etc.) Highlight that they may need to combine words from Exercise 1. Have students read through again and complete the description. Ask students to check in pairs then check as a class.

ANSWERS

- 1 vastly 2 exceeded 3 accounted for 4 negligibly
- 5 significant proportion 6 overwhelming majority
- 7 sizable 8 flattening out

VOCABULARY

Academic words

- 1 Give students time to complete the exercise alone before checking their answers with a partner. During class feedback, elicit example sentences using each new word and write them on the board. Add the part of speech and phonemes. Drill any pronunciation students are having difficulty with. If you have time, elicit other forms of the words and write them up in word families.

ANSWERS

- 1 d 2 g 3 a 4 b 5 f 6 h 7 c 8 e

- 2 Highlight that students should change the form of the words if necessary when completing the text. Give students time to complete the paragraph alone before checking their answers with a partner. Give feedback as a class.

ANSWERS

1 intrinsic 2 bulk 3 attributed 4 constitutes
5 proportion 6 infer 7 formats 8 solely

- 3 Ask students to review the questions and identify the target vocabulary. Then, put students into pairs to discuss the questions. During class feedback, encourage students to justify their opinions with evidence and / or examples, and pay close attention to their pronunciation of the target vocabulary.

Extension activity

Now students are familiar with the organization of the vocabulary strand of the course, highlight that keeping a vocabulary record will help them in all areas of their language study. Introduce the idea of a vocabulary record and elicit different ways to create one (e.g., using a spreadsheet, an app or a physical notebook). Remind students of the different areas of vocabulary study in the course (i.e., topic-based and academic), and encourage them to think of effective ways to organize their records. Allow time in class to set up the record and add words from Unit 1 and 2. Students can work in pairs or alone to do this. The records should be maintained independently, but tell students that, periodically, there will be time to update, compare, and review the records during class time.

CRITICAL THINKING

Evaluating supporting data: 1

Give students time to read the *Evaluating supporting data: 1* box, elaborating on any of the points students are confused by and giving examples, if necessary.

- 1 Students read the argument and supporting data and then discuss the questions in small groups. Monitor and encourage further discussion with follow-up questions as needed. Give feedback as a class, encouraging students to justify their reasoning.

POSSIBLE ANSWERS

- 1 We don't know. If it was a small sample, the result is arguably less impressive, or even inaccurate.
- 2 We don't know. The measure used could be subjective, which potentially lessens the importance of the results.
- 3 The age of the children—those approaching adolescence might show a greater propensity toward violence in general; how much sleep the children were getting—a lack of sleep could make them prone to angrier outbursts, etc.
- 4 Students' own answers

- 2 Put students into pairs to complete the exercise. For each argument, encourage them to underline the main argument and to highlight the evidence used to support it before discussing potential flaws in the data. Remind them to refer to the skills box for help. Give feedback as a class.

POSSIBLE ANSWERS

- 1 No. The sample size is too small. Also, the case study only looked at boys, but the interpretation claims all children are affected.
- 2 No. It's only 3% in one year. We also do not know the raw number, so it could be quite a small number of actual crimes.
- 3 No. No evidence is presented in the data that this is a cause-and-effect relationship. It could merely be a correlation. Other factors need to be considered. We also do not know the sample size.

WRITING

Writing model

A Analyze

Focus students on the graph and give them a few minutes to skim read the model. Tell them to write an introductory sentence that includes the following information: the type of data, what it shows, and the time period. When they're finished, ask students to check in pairs then check as a class. Elicit some suggestions for the sentence, reformulate as required, and write the possible answer on the board.

POSSIBLE ANSWER

The graph shows the difference in the hours spent online for four different activities across a four-year timeframe.

B Model

Give students time to read the model in detail and answer the questions. Encourage them to underline the answers to the first three questions individually before discussing the third question in pairs. Go through the answers with the class, opening the final question up as a class-wide discussion.

ANSWERS

- 1 All sentences focus on combined changes apart from those focusing on the single factor that changed the most, i.e., online gaming.
- 2 flatten out, increase, doubled, changed, accelerate
- 3 vastly, marginally, proportionally (speaking), roughly, negligibly
- 4 Students' own answers

Exam skills

It may be worth highlighting that the model text includes inference at the end, something which would not be required in exams such as the IELTS Writing Test. Data interpretation is the key element of Task 1 in the IELTS test. However, the essay should focus solely on describing what is represented in the chart, graph, diagram, etc. No speculation on, for example, possible causes or future trends should be included.

GRAMMAR

Inverted conditionals: real and unreal present

Warm-up

Ask students to close their books. Write the first example sentence from the *Inverted conditionals: real and unreal present* box on the board (*Should this trend continue, DVDs will become obsolete by the end of the decade.*). Elicit and write on the board how to write the same sentence using the word *if* (**Answer:** *If this trend continues, DVDs will become obsolete by the end of the decade.*) Elicit which sounds more formal (**Answer:** the sentence with *should*). Then, elicit the structure of the first clause in the more formal sentence (**Answer:** *should + subject + base form*), and write it on the board.

Next, write up the second sentence of the second section of the grammar box (*Were companies not to adapt, they would risk losing out to competitors.*) Again, elicit and write up how to rewrite the same sentence using the word *if*. (**Answer:** *If companies didn't adapt, they would risk losing out to competitors.*) Again, elicit which is more formal (**Answer:** the sentence with *were*) and the structure (**Answer:** *were + subject + to + base form*).

Students then open their books and read through the information in the grammar box.

- 1 Write the first sentence on the board (*Companies may stop investing in e-books if sales continue to stagnate*). Elicit how to transform the sentences using the word *should* and write the answer on the board. (**Answer:** *Should sales of e-books continue to stagnate, companies may stop investing in them.*) Have students work alone to rewrite the remaining sentences. Give feedback as a class.

ANSWERS

- 1 Should sales of e-books continue to stagnate, companies may stop investing in them.
- 2 Should people continue to stream content on mobile devices, traditionally broadcasted TV may become a thing of the past.
- 3 Were sales to decline any further, investors might well lose faith in the project.

- 4 Should companies choose not to invest in mobile gaming, they may well see a decline in revenue over the next decade.
- 5 Were e-readers easier to navigate, they would undoubtedly be more popular amongst consumers.
- 6 Were consumers not to adopt early, the product might fail in its first year.

- 2 Put students into pairs to use inverted conditionals to write predictions about the three topics. Encourage them to write a sentence starting with *Should* and one starting with *Were* for each topic. Give feedback as a class, writing good examples of each structure on the board.

WRITING

Writing skill

Using data to support opinions

Warm-up

Write the example from the *Using data to support opinions* box on the board. (*Use of email for ... of communication.*)

Elicit and underline the argument being made. (**Answer:** *This strongly indicates that social media has become the preferred method of communication.*) Circle the word *This* and elicit what it refers to (**Answer:** the preceding data).

Highlight that this is one way to use data to support an argument in academic writing (i.e., to present the data followed by the argument drawn from it). Another is to present the argument first, then justify it with supporting data.

Underline the adverb *strongly* and ask how the argument would be affected if you used the word *vaguely* instead.

(**Answer:** This would indicate that the writer isn't as convinced by the data.)

- 1 Read through the instructions with students and, as a class, elicit suggestions for the first argument to help students to understand the task. Allow time for pairs to discuss the next three arguments. Go through and discuss the answers with the class.

POSSIBLE ANSWERS

- 1 Data showing the relevant proportions of people uploading photos to Facebook, Instagram, etc. in comparison to sharing in other ways e.g., in person, via email, etc.
- 2 Data comparing sales of physical and digital media in the gaming industry.
- 3 A decline in sales of physical media to the young demographic.
- 4 Mobile gaming correlated with an upswing in women defining themselves as gamers.

- 2 Read through the task instructions with the class, and focus students on the first charts. Display these on the board if possible, along with the first argument. Working as a class, build up a sentence on the board which supports the first argument with data. (**Possible answer:** *Over 70% of young people stated that video streaming was in their top three most important media services compared to only 5% of 68+.*) Then, put students into pairs to write sentences supporting the other arguments. Monitor the activity. During class feedback, write up good example sentences for the four arguments on the board.

POSSIBLE ANSWERS

- 1 Over 70% of young people stated that video streaming was in their top three most important media services compared to only 5% of 68+.
- 2 The percentage of people streaming music steadily declines with age—from 40% at 26–31 to just 5% at 68+. Marketing should therefore target adolescents to maintain or improve this user base.
- 3 Newspaper consumption is positively correlated with age—just 10% of 1–25-year-olds read newspapers compared to 55% at 68+. This strongly indicates that young people aren't interested in newspapers.
- 4 Pay TV subscription is positively correlated with age—rising from 55% among 1–25-year-olds to 90% at 68+. Should this trend continue, Pay TV could well become obsolete.

WRITING

Writing task

Read through the task with students. Highlight the two components to the task (i.e., describing current trends and making predictions). Allow time for students to review the contents of the unit, identifying and making a note of useful skills, grammar, vocabulary, and ideas to help with the successful completion of the final *Writing task*.

Brainstorm

Students study the graph individually and make notes about the main trends. After a few minutes, ask students to check their ideas in pairs.

Plan

Have students work alone to make notes in response to the three questions. Again, have them compare ideas with a partner and give each other feedback. Give them time to update their plans as necessary.

Write

Allow students approximately 45 minutes to complete the task (this stage could be done outside of class if appropriate). Highlight the elements that should be included and the word limit.

Share

Tell students to look at the peer review checklist on page 189 and use it to give feedback on their partner's work, offering suggestions for improvement.

Rewrite and edit

Students, having reflected on their partner's feedback, rewrite and edit their report, paying particular attention to use of inverted conditionals and vocabulary to describe change.

REVIEW

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

Academic words review

Give students time to complete the sentences alone before checking their answers with a partner. Then give feedback as a class.

ANSWERS

- 1 resolved 2 bulk 3 constituted / constitutes
4 modify 5 proportion

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.

Extra research task

Students research a current trend in other areas of the topic of games (e.g., board games). They find a data set, making a note of the source, and prepare a short report on the current trend and a future prediction. These reports, along with the data, can be presented in the next class.