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Warm-up

Write *Large gatherings* on the board. Elicit the definition of a gathering (a group of people meeting together). Then ask, *What events might cause large numbers of people to gather?* Write students' suggestions on the board (e.g., concerts, sporting events, carnivals, demonstrations).

About each of the gatherings in turn, ask the class, *What might a crowd do at a concert, etc?* (Example answers: at a concert—cheer, clap, scream; at a sporting event—boo, cheer, clap, chant; at a demonstration—hold banners, shout slogans)

DISCUSSION POINT

Give students time to read through the infographic. Encourage them to annotate the statistics by, for example, underlining or circling those they find most interesting, surprising, etc. They can also make a note of any questions which come to mind while reviewing the data (e.g., *Did the coronation of King Charles III attract smaller or larger crowds than the coronation of his mother, Queen Elizabeth II?*).

Students discuss the questions with a partner. While monitoring, model and encourage the use of follow-up questions as you interact with individual pairs (e.g., *What evidence is there for that? Why did this event attract such large crowds?*).

Students can also speculate on answers to their own questions. If time allows, in-class research could be conducted to establish concrete answers to these questions.

Elicit the main points of the discussion in whole-class feedback and end with a class vote on attending events with large crowds (*Do you enjoy attending events that have large crowds?*).

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 c 2 d 3 a 4 e 5 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.

ANSWER

b

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in groups to complete the exercise. Encourage them to use what they have learned in the video to answer the questions. Provide feedback as a class.

READING 1

THE RISE OF CROWDFUNDING

Warm-up

Gather some basic information about a few random crowdfunding projects, similar to the following: a man broke his front tooth, but he can't afford the dental bills as he has no insurance; a game developer wants to launch a new version of a game that has already proven to be successful; a random person wants to raise a ridiculously small amount of money to make a simple recipe. Download related images, if available.

Then write the figures for what each of the crowdfunding projects brought in dollar-wise in random order around the related images or notes about the projects on the board. Give students a few minutes to work with a partner to guess which figure was raised for which project. Elicit ideas as a class.

Finally, put students in small groups to discuss these questions.

- 1 Why do you think these projects were or were not successful?
- 2 Have you ever invested in a crowdfunding project? Why / why not?

A VOCABULARY PREVIEW

Give students time to complete the paragraph alone before checking their answers with a partner. As you confirm answers, elicit and write new contextual sentences for each word on the board, adding the part of speech and phonemes. If you have time, try to elicit any useful collocations for each word (e.g., *crowdfunding campaign*, *equity firm*, *tangible benefits*).

Students can also complete the *Vocabulary preview* section as homework before class.

Exam skills

Fill-in-the-blank exercises are common in language exams. Encourage students to identify the parts of speech of the words in the box, using word form to help (e.g., *backer* and *entrepreneur*—“er” and “eur” signify people, *crowdfunding*—“ing” indicates the present participle verb form or the gerund form). Students should review the text and, again, focus on the part of speech, this time of the missing word (e.g., *any* _____ *with* ... requires a noun). By applying this analysis, students can narrow down options, ending up with two or three possibilities for each blank. These choices can then be further refined as students focus on the detailed meaning of the text.

ANSWERS

- 1 entrepreneur
- 2 venture capital
- 3 start-up
- 4 equity
- 5 crowdfunding
- 6 backers
- 7 tangible
- 8 philanthropic

B BEFORE YOU READ

Activating prior knowledge

Have students work with a partner to discuss the questions. Monitor, asking questions to push forward each discussion (e.g., *Why would that help make the campaign more successful? Have you seen a successful crowdfunding campaign use that particular strategy?*). Ask each pair to report back on the main points of agreement and disagreement which arose in their discussion. Write any interesting responses to the third question on the board, making sure that students justify their ideas with examples or evidence.

C GLOBAL READING

Preparing to read

Write option a on the board (*What else, other than a lack of video and updates, can result in a failed campaign?*). Elicit and underline the most important words. (**Possible answer:** *else, lack, failed*, etc.) Next, elicit synonyms for those words (e.g., *other, not enough, unsuccessful*). Now give students a few minutes to read through each of the options, underlining the key words, and making a note of any possible synonyms. Then give them time to read and complete the interview with the questions.

ANSWERS

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

D CLOSE READING

Understanding assumptions in questions

Warm-up

Allow students time to read through the *Understanding assumptions in questions* box. Concept check the information provided using questions such as *Why do interviewers use assumptions?* (**Possible answer:** to get the answer they want.) *Is the use of assumptions always successful? Why / why not?* (**Possible answer:** No, not always. Sometimes the interviewee identifies the assumption and challenges or corrects it.)

- 1 Have students work with a partner to review the interview questions in the text and identify the assumptions. Encourage students to look for comparative language and adverbs giving opinion (e.g., ... *a more attractive way* ..., ... *clearly more beneficial* ...) and modals (e.g., *What type of reward should ... / What should users do ...*) when identifying assumptions. Check answers as a class.

ANSWERS

- 1 Crowdfunding is a more attractive way of getting investment these days.
- 2 It's possible to get a large amount of funding.
- 3 That users of crowdfunding are always start-ups.
- 4 There are causes of a failed campaign other than a lack of video and updates.
- 5 Entrepreneurs should offer a reward to potential investors.
- 6 Keep-it-all campaigns are more beneficial to an entrepreneur. / Campaign type might impact the type of model.

- 2 Have students work with a partner to answer the questions. Give feedback as a class.

ANSWERS

- 1 He corrects the journalist's assumptions in 1, 2, 3, and 6.
- 2 In 1 he gives a statistic that shows far more money was raised by venture capital companies than by crowdfunding last year. In 2, he gives statistics to show the small percentage of projects which raised more than \$10,000. In 3, he gives examples of occasions where existing businesses have looked for investment on crowdfunding sites, i.e., games designers and scientists. In 6, he states that although keep-it-all campaigns may seem beneficial to the entrepreneur, they are viewed as riskier by investors so may not receive the investment required and therefore be less successful.
- 3 Write the first statement on the board (*Crowdfunding makes _____ irrelevant when finding possible backers*). Elicit what kind of word is missing (**Answer:** a noun), and have students speculate about what that word might be (e.g., *experience, gender, age*, etc.). Give students time to follow a similar process for the remaining questions before scanning the text to find the answers. Remind students that they can only use one word in each blank and that the word must come from the text itself. They cannot use their own ideas, no matter how logical, and they cannot change the form of that word. Ask students to check with a partner, then check as a class.

ANSWERS

- 1 geography
- 2 smaller
- 3 early
- 4 network
- 5 tiers
- 6 riskier

E CRITICAL THINKING

Critical thinking is the ability to objectively analyze an argument, claim, or idea in order to form a judgment. This involves understanding how the idea is presented (e.g., the main argument, supporting evidence, conclusion), and evaluating whether the supporting evidence is logical, sufficient, and / or relevant. Students should also apply the same rigorous analysis to their own reasoning, ensuring that arguments they construct are logical and well supported.

This question asks students to devise plausible explanations for a factual statement. It is important that the answers they give are well-grounded and supported with evidence.

Put students into small groups to discuss the question. Encourage students to provide evidence to support their arguments, rather than simply giving their opinions. Monitor and ensure that students do not allow their biases to cloud their responses. Have one person from

each group explain the main points of their discussion to the class, and use this to stimulate further discussion where appropriate.

Extension activity

Students work in small groups to decide on a project suitable for crowdfunding. This could be a project invented specifically for this task, or a project a student has already thought of or even started. Students work together to write a short pitch for the project, identifying the goal, the funding requirements, and the timeline, along with the benefits for the investor. If your school has an interactive whiteboard, you could have students film their pitches before watching the videos as a class. Otherwise, have groups take turns presenting their pitch to the class in person. Allow time after each pitch for the groups to answer questions from the class.

As a class, have students vote on which project they would invest in and nominate individual students to explain why they would or wouldn't invest.

ACADEMIC SKILLS

LOCATING THE AUTHOR'S VOICE

Warm-up

Write this sentence on the board: *One researcher claims that there are challenges in creating crowdfunding campaigns*. Tell students that this is taken from an academic essay. Check they understand the vocabulary. Ask, *Who is the writer quoting in this sentence?* (**Answer:** a researcher) Explain that in academic writing, we must reference a range of academic sources to support our arguments.

Then ask, *What is wrong with the way the writer has quoted this researcher? What is missing?* (**Answer:** We don't know the researcher's name.) Elicit how sources should be referenced within an academic text. (**Answer:** Writers must include the source's name and the year of publication.)

Tell students that the author's family name is Gordon and the year of publication is 2022. As a class, correct the sentence. (**Possible answers:** *Gordon [2022] claims that there are challenges in creating crowdfunding campaigns*. OR *One researcher claims that there are challenges in creating crowdfunding campaigns [Gordon, 2022].*) Note that the sentence includes an indirect quote so quote marks are not needed in this case.

Conventions for referencing academic sources can vary by institution and country so encourage students to check the conventions that are relevant to them.

- 1 Have students work with a partner to read the *Academic skills* box aloud. Tell them to identify the

number of voices in the extract in the box. Ask pairs to confirm the correct answer (**Answer:** three voices: the author's, a direct external voice from Gordon, a second direct external voice from Sherrin). Then have them complete question 1 with a partner. Elicit the meaning of *et al.* (**Answer:** used after a name to mean "and other people whose names are not mentioned," especially people who have written a book together).

ANSWERS

1 a 2 b 3 a 4 c 5 a

- 2 Ensure that students understand the vocabulary in the list of purpose a–e (e.g., *exemplify* [v] = show something using an example; *draw* [v] = make; *claim* [n] = a statement that something is true, even though you have no definite proof). Give students time to match the ideas to their purpose. Next, ask them to check with a partner, then check as a class.

ANSWERS

1 d 2 e 3 c 4 a 5 b

- 3 Students work with a partner to decide whether the statements are true or false. Emphasize that they must give reasons to support their answers. Check the answers as a class.

ANSWERS

- 1 F (The author's own voice should be prevalent in an academic text. Other voices are only there to support the author's own ideas.)
2 F (In order for the author's voice to be heard, it is important that they critically analyze the voices of others as long as they can present an effective argument.)
3 T (The author's voice should direct the other voices in the text.)
4 T (The author needs to use his / her voice to connect ideas, which includes the voices of others.)

Exam skills

In exams, for example IELTS, students will not typically be expected to quote from academic sources in their writing. They will, of course, not know the subject matter of the writing question beforehand so the examiners will not expect them to have researched the topic. However, if they really want to reference some research they happen to have heard or read about, they can introduce it using some set phrases. Elicit some from the class. For example, *Numerous studies suggest that ...*; *A recent report claims that ...*; *According to a recent research study, ...*

READING 2

THE ROLE OF FACE-TO-FACE COMMUNICATION IN A DIGITAL WORLD

Warm-up

Elicit different ways of interacting with people and write students' suggestions up on the board. (**Possible answers:** *face-to-face, video calling, instant messaging*). Then write a list of types of acquaintances on the board: family, friends, colleagues / classmates, strangers.

Tell students, *You're going to think about how you communicate with each of these sets of people.* After copying the list down, students should write next to *family* the different ways they communicate with their families, complete with a rough estimate of the percentage of the time they interact with them in that way (for example: *face-to-face 30%; instant messaging 60%; video call 10%*). They then do the same for the other sets of people.

Students then compare their answers with other students. With which set of people is their communication mostly online and with which set is it mostly face-to-face? Get some class feedback and ask, *Why is that?*

A VOCABULARY PREVIEW

- 1 Students work alone to complete the definitions with the words in bold. Ask students to check with a partner, then check as a class. When giving feedback, elicit new contextualized sentences for each new word, write the part of speech and phonemes on the board, and drill the pronunciation where necessary. If there's time, elicit different forms of the words (e.g., *narcissism, empathetic*, etc.) and encourage students to use them in a sentence.

ANSWERS

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

B BEFORE YOU READ

Activating prior knowledge

Students discuss the topic with a partner. While students are talking, draw a simple table with the headings *Benefits of face-to-face communication* and *Benefits of digital communication* on the board. During class feedback, elicit the benefits of each and write them as succinct bullet points in the table.

C GLOBAL READING

Identifying the writer's position

Allow students time to read through the *Identifying the writer's position* box. Then, before students read the actual text, focus them on the task and the statement they should identify. Tell students they should annotate the text, marking words and phrases that show the writer's point of view. Students then read the text. Before checking answers together, allow time for students to compare and discuss their choice, and examine the annotation on each other's texts. Monitor and encourage students to justify their choice. During feedback, encourage students to explain which information in the text helped them identify the writer's position.

ANSWER

2

Exam skills

Identifying the writer's position is often a key task in reading exams such as IELTS. Encourage students to interact with the text, annotating it as they read. They can circle or underline key positive, negative, and opinion words. This annotation, along with adding a summary of main points in the margin, helps to review the text after reading to get a clear picture of the writer's position. Also remind students that the text's conclusion often provides the writer's position most clearly.

D CLOSE READING

Reading for detail

Give students time to complete the exercise alone before checking their answers with a partner. During feedback, encourage students to identify the information in the text that gave them the correct answer.

ANSWERS

1 c 2 c 3 a 4 b

E CRITICAL THINKING

Put students into small groups to discuss the questions. Monitor and encourage students to extend their discussions with follow-up questions. After all the questions have been discussed, put students into new groups and ask them to report on the main points of discussion from their first group. In whole class feedback, elicit suggestions for both questions 1 and 3, and write these on the board in a bulleted list. Then have a whole-class discussion on question 2, pooling ideas about how our need for deep connections can be satisfied.

VOCABULARY DEVELOPMENT

SYNONYMS AND REGISTER

Warm-up

Write the following sentence on the board: *When an argument happens online, we don't have to sort it out.*

Ask students which type of text they think the sentence comes from—a magazine article or an academic text, and why (**Possible answer:** *a magazine article*). Elicit ways that sentences can be adapted to better suit an academic text (**Possible answers:** *using higher-level synonyms, using a more complex grammar structure, avoiding contractions, etc.*).

Ask students to work with a partner to rewrite the sentence to make it more appropriate for an academic text.

Feedback as a class, writing up good sentences before adding your own (**Possible answer:** *When conflict occurs online, we are not required to resolve the issue.*).

Allow time for students to read through the *Synonyms and register* box. Encourage consideration of the use of synonyms in the students' own languages by asking questions, e.g., *Are there different registers in your language? When is each register appropriate? How do you feel if you see a word in the wrong register in a text?*

- 1 Review the task instructions together. Highlight that the words listed are less formal than their synonyms to be found in the text. Also point out the paragraph numbers to support the students as they look for the words. Give students time to complete the exercise alone before checking their answers with a partner. Give feedback as a class, adding the part of speech and phonemes for each new word. Drill any pronunciation students are struggling with.

ANSWERS

1 determine 2 disconcerting 3 comprise
4 permit 5 occurring 6 element 7 eradicate
8 demonstrated 9 asserts 10 seek 11 repercussion
12 advancements

- 2 Have students work with a partner to replace the underlined words with synonyms from the box. Point out that there are four synonyms that won't be used. Give feedback as a class.

ANSWERS

1 repercussions, disconcerting
2 permits (us) to, distant 3 element, establish
4 are able to, seek, diverse 5 comprehend, gravity

- 3 Highlight that synonyms are also used, along with referents (e.g., *it, him, she, these*, etc.) to avoid repetition in a text. Read through the task instructions with students and point out that they need to use synonyms of the same (formal) register. Have students work with a partner to complete the exercise before giving feedback as a class. If students find this challenging, write the suggested synonyms from the answer key on the board, and ask students to find the words they replace.

POSSIBLE ANSWERS

The human brain is constantly changing, and neuroscientist Gary Small says new technologies are ~~changing~~ **modifying** it further. He also ~~says~~ **asserts** that technology is improving our decision-making skills. One study carried out with people aged between 55 and 76 ~~showed~~ **demonstrated** that the brains of those that could already use the Internet showed much greater activity than those who could not. As many older people find they are unable to ~~keep~~ **sustain** the same level of brain function as they age, Gary believes using the Internet may help them keep good brain function throughout their lives. However, he is also aware of the ~~danger~~ **perils** of using the Internet, **it**, such as a ~~fall~~ **reduction** in empathy levels. He suggests people avoid this fall by ~~developing~~ **cultivating** their face-to-face relationships without the use of technology.

ACADEMIC WORDS AND IDIOMS

Explain to students that in English, there is a core of academic vocabulary common across all fields of study. Students need a strong foundation in these words to maximize their success in their academic studies. Point out that each unit covers twelve items from this core academic vocabulary, and that these words and idioms have appeared across the reading texts in this unit.

- 1 Give students time to complete the definitions alone before checking their answers with a partner. Give feedback as a class, writing the part of speech and phonemes for each new word, and drilling the pronunciation of any difficult words.

ANSWERS

a differentiate b eventual c evolve d resolve
e To quote (someone on) f aid g beg the question
h empirical i modify j pursue k perception
l advocate

- 2 Give students time to work through the sentences alone before checking as a pair. Remind students they may have to change the form. Go through the answers with the class.

ANSWERS

1 pursue 2 resolve 3 advocate 4 differentiate
5 To quote 6 beg(s) the question 7 perceptions

- 3 Have students work with a partner to discuss the questions. Monitor and encourage students to justify their opinions. After all questions have been covered, students change partners and share the ideas they discussed. During class feedback, invite students to share the main points of their discussion.

CRITICAL THINKING

IDENTIFYING TYPES OF EVIDENCE

An important element of critical thinking in relation to academic argument is the evaluation of source arguments. Academic writing should include references to valid, credible sources. The information to support an argument made could be qualitative or quantitative and could rely on numerical data (such as statistics) or on the opinion of a credible expert in the field. Anecdotal evidence is used a lot in day-to-day conversation and more informal exchanges. However, as it is unverifiable, it has less weight in the academic world, though it can still be found, sometimes as a “hook” to create a personal connection, for example, at the start of a presentation. Remind students to use anecdotal evidence sparingly in academic writing.

Learning to identify sources and then evaluate their suitability and credibility is a key skill in academic reading and writing. This has become increasingly relevant in recent times with the relative ease of publishing and accessing unchecked information on the Internet and the subsequent need to distinguish “fake news” from credible, unbiased information.

- 1 Give students time to read through the *Identifying types of evidence* box. Students then underline the arguments in the text that match sentences 1 to 10. Highlight that the paragraph numbers in parentheses are there to guide them. After a few minutes, ask students to check with a partner, then check as a class.

ANSWERS

- 1 *It is estimated that around 100 billion messages are sent each day on Whatsapp alone (Ceci, 2022).*
2 *An empirical study of familiarity between people who met in different ways showed that connections in our brains are much stronger when we meet someone face to face, ...*
3 *Certainly, in my experience, online discussions tend to be much more superficial than they are offline, ...*

- 4 In a study by Achterhof (2022), adolescents reported feeling more positive and less lonely during face-to-face interactions than during online interactions.
- 5 On the flip side, face-to-face friendships can be unpredictable: ...
- 6 Holly Tiret (2023), Educator at Michigan State University in the United States, believes a key element of successful communication is empathy, often demonstrated through non-verbal communication.
- 7 Unfortunately, one well-known study of college students over a 30-year period proved that empathy is falling (Konrath et al., 2010), ...
- 8 Chen (2021), who was part of a team which studied US and Chinese business people, concludes that it is only possible to take visual clues on board if you are actively looking for them.
- 9 Anthony Baker (2018), in his study of teams within the aeronautical industry collaborating on a task, concluded that trust was negatively impacted when the teams were virtual.
- 10 Business leader Ulrich Kellerer (cited in Goman, 2018) asserts that despite technology enhancing creativity and productivity, our unhealthy use of it renders communication less effective.

- 2 Have students work with a partner to identify the type of support provided for each argument. Ask them to annotate the text accordingly, using the acronyms provided (S, R, EO, or AE).

ANSWERS

1 S 2 R 3 AE 4 R 5 EO 6 EO 7 R 8 R
9 R 10 EO

- 3 Have students work with a partner to discuss the strengths and weaknesses of each type of evidence.

POSSIBLE ANSWER

The strength of the credibility of quantitative or qualitative evidence depends on the size of the sample surveyed or researched as well as when and by whom that data was collected. Data can be weak, for example, when there are small sample sizes, the research has been paid for by an organization which makes the research potentially biased, or the research is dated.

Expert opinion can demonstrate a good, unbiased understanding of the topic at hand. On the other hand, the expert may have a hidden agenda, for example, by having financial links with a particular company. Anecdotal evidence can provide a useful example or “hook” to support an argument. However, it is not provable, and avoids mentioning evidence that supports the opposing view.

WRITING MODEL

A MODEL

- 1 Students read through the essay introduction and identify the statement that it is answering from the five options given. Ask students to check their answer with a partner, discussing and reaching an agreement if there is an initial difference of opinion. Give feedback as a class, encouraging students to explain their reasoning.

ANSWER

Evaluate the impact of social media on the health of its users today.

- 2 Encourage students to work with different partners from those they worked with in the *Reading* section. This will ensure they get fresh perspectives on the themes of the unit. Monitor the activity and help with vocabulary where needed. Stimulate discussion by asking follow-up questions to points students raise. Give feedback as a class, opening each question up for class-wide discussion. If students disagree, encourage them to provide evidence or examples to justify their position.

B ANALYZE

- 1 Students work alone to identify each part of the introduction. If possible when giving feedback, display the introduction and annotate the text by circling / underlining the different parts of the paragraph.

ANSWERS

- 1 Often defined as platforms such as Facebook and YouTube, the term social media most accurately describes the content which people share via those platforms (Taylor et al., 2015).
- 2 Since the inception of social media in the mid-2000s, its popularity has grown exponentially. Sharing content in this way has evolved to become an integral part of our social fabric, determining the way we communicate with each other, share and receive news, and work.
- 3 This essay will therefore examine both the potential positive and negative impacts of social media use on our physical and mental well-being and assess their significance on society.
- 4 Although advancements have no doubt proven to be positive, understanding any detrimental effects will allow us to pursue solutions.

- 2 Students work alone to decide on a logical order for the functions. Remind students that more than one answer is possible. Ask students to check with a partner, then check as a class.

ANSWERS

2, 1, 4, 3 but could also be 1, 2, 4, 3.

GRAMMAR

CONCESSIVE CLAUSES AND CONTRASTIVE STRUCTURES

Quality academic writing involves putting forward an argument effectively. To do this, students need to consider counterarguments and alternative perspectives. This shows that the writer is confident in the strength of the original argument presented and, by taking into consideration the contrary position, validity is given to the points made. Writing which avoids acknowledgment of alternative views can seem weak or defensive.

Warm-up

Ask students to close their books. Write the first example sentence from the box on the board (*Even though purchases can be made via social media, it is still not the norm*). Ask students to analyze the sentence by asking them questions such as *Is purchasing via social media possible?* (yes); *Does everyone do it?* (not yet). Ask students to identify the signpost phrase indicating that alternative positions will be presented (*even though*) and the main clause (*it is still not the norm*), and ask which clause represents the writer's view (*the main clause*). Then ask students to open their books and read through the information in the *Concessive clauses and contrastive structures* box. For each example sentence, ask students which clause / sentence represents the argument the writer is putting forward (**Answer:** the main clause, i.e., the clause without the signpost word or phrase, and the sentence starting *nevertheless*).

Before moving on to the first exercise, write up the following sentence: **Despite social media being a faster form of communication, it takes up more of our time.** Elicit how the same idea could be expressed using *in spite of* (**Possible answer:** *In spite of the fact that social media is a faster form of communication, it takes up more of our time*).

- 1 Give students time to complete the exercise alone before checking their answers with a partner. Give feedback as a class.

ANSWERS

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

- 2 Write the first prompt on the board (**Children and smartphones:** *necessary for safety / dangerous for health*) and elicit how these ideas could be combined using *Even though* (**Possible answer:** *Even though*

giving a smartphone to a child is potentially dangerous to their health, it is necessary for their safety as parents can contact them at all times.)

Have students work with a partner to write sentences using the topics, the prompts, and the words in parentheses. Monitor the activity closely and help where needed. Remind students that they are giving their opinions and there isn't necessarily a right or wrong answer in terms of viewpoint. During feedback, write some examples of grammatically correct sentences on the board, drawing attention to the particular forms that follow each structure.

POSSIBLE ANSWERS

[Note that the ideas in the clauses can be switched, depending on viewpoint. However, the writer's actual opinion should come second.]

- 1 Even though smartphones are sometimes necessary for safety reasons, in various ways, they can be dangerous for children's health.
 - 2 Although smartphones used in school can distract students, they can very much enhance those students' learning.
 - 3 In spite of the fact that some apps can aid our sleep, smartphones and other devices are more likely to disrupt our sleep, especially when we forget to turn them off at night.
 - 4 It is true that the use of social media by employees in the workplace can reduce their productivity. Nevertheless, the ability to communicate faster with others increases productivity.
 - 5 Despite the privacy issues that social media raises, the benefits from using it are far greater.
- 3 Have students work with a new partner to compare sentences. They should check the grammar first and then compare the views presented in the sentences.

WRITING SKILL

ANALYZING ESSAY QUESTIONS

Warm-up

Ask students to close their books. Write the first of the model questions in Exercise 1 on the board (*Evaluate the impact of social media on the health of its users today*). Ask students to identify the key words (**Answer:** *evaluate, impact, social media, health, users, today*). Students should then identify any restrictions in the question (e.g., *time periods, number of things, etc.*) (**Answer:** *today*). Finally, ask students to identify the instruction word (e.g., *discuss, analyze*) (**Answer:** *evaluate*). Then ask students to open their books and read through the *Analyzing essay questions* box.

- 1 Students work alone to identify and underline the key words in the essay questions. Ask students to check with a partner, then check as a class.

ANSWERS

- 1 evaluate / impact / social media / health / users / today
- 2 justify / future use / social networking / education
- 3 outline / social and economic impacts / social media / last decade
- 4 examine / impact of social media / society / or / business / examples

- 2 Have students work with a partner to identify restricting words in each question in Exercise 1. Give feedback as a class.

ANSWERS

- 1 today
- 2 future use
- 3 in the last decade
- 4 or

- 3 Give students time to match the instruction words to their meanings alone before checking their answers with a partner. Give feedback as a class.

ANSWERS

- 1 describe
- 2 illustrate
- 3 discuss
- 4 examine
- 5 justify
- 6 evaluate
- 7 outline
- 8 analyze

Exam skills

Highlight to students that exam essay questions usually include an instruction word from a core group of academic words and idioms. It is essential for the success of the essay that the instruction word is understood and that the essay meets the requirements of this word. For example, an essay in which *compare* is the instruction word requires two items to be analyzed side by side, whereas the instruction word *justify* means evidence and supporting arguments for a main point need to be included. No matter how well an essay is written, it will not achieve a high grade if it does not answer the question.

- 4 Give students time to review the outline alone. Elicit how many parts the essay is divided into (**Answer: three—intro, main body, and conclusion**). Then ask students to match one of the essay questions from Exercise 1 to the outline. Go through the answers with the class, asking students to justify their answers.

ANSWER

Essay question 4—*Examine the impact of social media on society or on business and illustrate with examples.*

WRITING TASK

As this is the first writing task of the course, and especially if students are new to *Skillful*, it is worth taking time to establish the stages of this section and the benefits of these stages for students. Students may have previously been encouraged or preferred to complete writing tasks outside of class time. However, this means students are missing out on the benefits of collaboration during the stages involved in writing.

Working through the writing process in class gives students the opportunity to interact with each other, which can help with the production of ideas and also the technicalities of writing. In addition to this, observing students in various stages of the writing process can help you to identify the needs of individuals and the group as a whole. This, in turn, can inform planning and preparation for future classes.

Ask students to close their books. On the board, write the headings of the five stages of the *Writing task* section (*Brainstorm, Plan, Write, Review, Rewrite and edit*). Ask students what kinds of activities they think may take place at each stage, adding their ideas, as appropriate, to the board next to the relevant heading. Leave the ideas on the board throughout this section as a reminder of the value students are deriving from it.

Read through the task with students. 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 initially work alone to complete the spidergram. After a few minutes, ask students to work in small groups to compare and add to their ideas.

PLAN

Elicit the three steps for analyzing essay questions that were covered in the *Analyzing essay questions* box on page 23. Then ask students to use these steps to analyze the essay question contained in the task at the top of this section. Remind students of the essay outline they reviewed in Exercise 4 of the *Writing skill* section, and ask them to create their own outline for this essay. Students can do this individually and then explain and discuss their outlines with a partner, adjusting accordingly.

WRITE

Allow students approximately 45 minutes to complete the writing task (this stage could be done outside

of class if appropriate). Highlight the elements that should be included, as listed in the task instructions (e.g., concessive clauses and contrastive structures).

REVIEW

Some students may not be used to peer reviewing work so you might want to include some discussion of the benefits of doing this (e.g., learning to write for an audience, learning to evaluate the effectiveness of a piece of writing, building trust within the group).

Have students review each other's work using the points mentioned. Make sure that they understand each point before applying it to their partner's writing. Students then get back with their original partner and talk through their feedback.

REWRITE AND EDIT

Students rewrite their essay, taking into account the feedback from the last task. They should pay particular attention to use of concessive clauses, the level of formality, and whether they have included words from the academic wordlist.

REVIEW

WORDLIST

Students work with a partner or in 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 AND IDIOMS REVIEW

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

ANSWERS

1 pursue 2 differentiate 3 aid 4 empirical
5 perception 6 begs 7 quote

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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 crowdfunding in their own countries / regions. This could either focus on the facts and figures about the extent of crowdfunding there (*who, what, when, why*), or look at individual projects that have been successful (or not) in attracting funding. Students can choose their own particular focus and present their findings in a mini presentation in the following class.

INTEGRATED SKILLS 1

TOXIC ALGAE PLAGUED ANCIENT MAYA CIVILIZATION

WARM-UP

Before students open their books, write the lesson title on the board. Discuss these questions with the class.

- What do you know about the ancient Maya civilization? (**Possible answer:** It was an advanced civilization with a rich culture in southern Mexico in central America, which existed from around 250 CE until the Spanish conquest in the 16th century.)
- What is a plague? (**Possible answer:** A disease that spreads easily and kills a large proportion of a population)
- What do you think the title means? (**Possible answer:** Toxic [poisonous] algae caused plagues among the ancient Maya.)

Background note: Many Maya people still live in central America and beyond. It is therefore important to use the term *ancient* to distinguish the pre-16th century civilization from the modern-day people and their culture. The word *Mayan* can describe their languages (both ancient and modern), but the word *Maya* (which can be a singular or plural noun as well as an adjective) should be used to refer to the people and their culture.

A CLOSE READING

Go through the topics quickly with the class. Point out that *cyanotoxins* and *cyano pigments* are explained in the text. You may need to check *stressors* (factors that cause problems) and *fluctuations* (repeated increases and decreases).

ANSWERS

a 4 b 2, diagram c 1, 3 d 2, 4, diagram e 1, 2, 3, 4

B READING ANALYSIS

Have students work with a partner to discuss the questions. As a follow-up, elicit whether modern civilizations might experience similar problems, and how we might avoid them.

POSSIBLE ANSWERS

- 1 II (between the 8th and 10th centuries CE) and IV (Lake Amititlán ... frequently hosts harmful algae blooms today)
- 2 No. The diagram shows fairly low levels of cyanotoxin between the eighth and 10th centuries CE (period II), especially compared with today (period IV). However, there were very high levels of Cynanos (Cyanobacteria pigments) at that time, which seem to be indirect evidence that cyanotoxins were also high at that time. The text mentions "green pigments that record algae's presence." (N.B. The original research paper suggests a range of possible explanations for the discrepancy, including different rates at which cyanotoxins and pigments degrade.)
- 3 The problem was possibly caused by runoff from settlements and farms in the watershed. In other words, this started out as land pollution before it became water pollution.

C CLOSE LISTENING

Before listening, check *mercury* (a metal that is a liquid at room temperature, used in thermometers), *contamination* (when small amounts of something dangerous [e.g., mercury] pollute the land, water, etc.) and *biological indicator* / *bioindicator* (a species that you can study to learn something about a whole ecosystem, e.g., how polluted it is).

See the audio script at the back of this book.

ANSWERS

- 1 It comes from power plants and mining operations. It can end up in our air, our water, our food, and our bodies.
- 2 juvenile dragonflies / dragonfly larvae
- 3 They collected them from waterways in 100 national parks. It took 10 years.
- 4 about 12%
- 5 Address the factors that are promoting the mercury production; inform agencies (which may then decide to issue fish consumption advisories).

D LISTENING ANALYSIS

After listening and discussing the questions with the class, elicit why this type of research is important.

(Possible answer: Mercury is extremely harmful to the

environment. By showing us how much mercury is in a particular ecosystem, this type of research tells us to take care about releasing mercury into the environment.)

POSSIBLE ANSWERS

- 1 It helps us to predict how much of a contaminant (e.g., environmental mercury) will make its way into our food and our bodies. It is a bioindicator because it can indicate the presence of a problem. Dragonfly larvae were chosen because they stay underwater, don't move much, are easy to collect, and live long enough to accumulate significant amounts of mercury.
- 2 To allow them to make comparisons. The relationships between dragonfly concentrations and fish concentrations enabled them to develop an impairment index.

E INTEGRATED WRITING

Students work with a partner. Ask them to summarize the information from the three different sources: the reading text, the diagram, and the audio.

MODEL ANSWER

Power plants and mining operations release mercury pollution into the air and water. If that mercury ends up in our food, it can be extremely dangerous, even in tiny amounts. To measure contamination levels, researchers sometimes use a single species as a bioindicator. By measuring mercury levels in a bioindicator, scientists can determine the scope of mercury contamination in the whole ecosystem.

Recent research uses juvenile dragonflies or larvae as their bioindicator. After collecting data from 100 national parks over a 10-year period, the researchers were able to make health risk predictions at each sample site. They found that about 12% of the locations, or humans.

This example illustrates a key feature of water pollution: it often begins as land pollution. If we allow a pollutant, whether mercury or other forms of agricultural, industrial, and household waste, to accumulate on land, it will eventually contaminate the water. If harmful substances like mercury are consumed by insects, they will be consumed by larger animals, including ourselves. Another risk is that pollution may encourage the growth of toxic algae, which can poison our water supply. In the past, this seems to have caused a devastating plague in the ancient Maya civilization, and it could easily have a similar impact on modern civilizations. The first step toward dealing with such problems is to understand that they exist, which is why the dragonfly research is so important. But the next step is surely to dramatically reduce the amount of pollution that we release into the environment.

2 Games

| | |
|----------------|--|
| READING 1 | Interpreting visual data |
| READING 2 | Identifying stance and distancing |
| ACADEMIC SKILL | The Feynman technique |
| 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 years: 1967, 1972, 1983–1985, 1994, 2000. Tell students that each of these years (or rang) 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 game console) released*, *first game console designed*, *ratings system introduced*. Have students work with a partner to match the events to the years on the timeline, and discuss why each of these events was significant.

Go through the answers with the class. (**Answers:** 1967 = first game console (a working prototype) designed; 1972 = Magnavox Odyssey (first home game 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; 2000 = PlayStation 2 (PS2) released, significant because it was the best-selling game 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 infographic alone before discussing the questions with a partner. 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?*). 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 b 2 d 3 c 4 a

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 (*Between 2019 and 2021 e-sports audiences grew from just under 400 million to 465 million and numbers are forecast to continue growing.*) 2 F (*they were reluctant*) 3 F (*she has influenced a lot of females*) 4 F (*I bring my mental strengths to the table not my physical strengths and that way it shouldn't be segregated to gender.*)

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in 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

SUBSCRIBED

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, magazines), and any examples of digital media on the right (e.g., websites, apps). Next, ask students how they buy or listen to music, again writing physical media on the left (e.g., CDs, vinyl) and digital media on the right (e.g., Spotify, Amazon Music). 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]) and encourage students to use these in sentences.

ANSWERS

- 1 subscription 2 dominates 3 norm 4 staggering
5 embrace 6 sectors 7 feasible 8 consumption

- 2 Ask students to review the questions on their own, and to make a note of their answers. Students then work with a partner to discuss their habits and 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 the words *music*, *video games*, *books*, and *movies* on the board. Tell students, *You're going to discuss changes in how people buy these things.* With a partner,

students discuss the topic and try to remember the last time they bought the physical version of the products. As class feedback, find out which of the students bought music in physical form the most recently. Get them to come and write the (approximate) date or the year on the board. Then do the same for video games, books, and movies. Finally, ask students, *Which of these items are you most likely to buy in physical form? Which items do you never buy in physical form anymore?* and hold a class vote.

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 with a partner, discuss their meanings, 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 c 2 e 3 a 4 b 5 f 6 d

D CLOSE READING

Interpreting visual data

Warm-up

Draw students' attention to Figure 1 on page 31 (display on the interactive whiteboard if you are able to) and elicit what it shows. (**Answer:** the global cloud gaming market size, 2017–2024) Ask, *What unit is the data presented in?* (**Answer:** in millions of US dollars) Next, have students work with a partner 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; 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.)

- 1 Before starting the exercises, elicit the meaning of *revenue stream* (a way in which a company or individual generates income on an ongoing basis). Next, have students read the summary and select the correct word from each pair. Ask students to check with a partner, then check as a class.

ANSWERS

1 grew 2 fastest 3 very little 4 more than

- 2 Students should read the text again before answering the questions. They work alone, then check their answers with a partner. Give feedback as a class, encouraging students to explain in which parts of the text they found the answers. Take this opportunity to review saying more complex numbers with the class. Choose numbers from the text. For example, elicit how to say 6,100,000,000 (**Answer:** six point one billion) and 0.2% (**Answer:** zero point two percent).

ANSWERS

- 6.1 billion / 6,100,000,000, 300 million / 300,000,000
- They are starting to flatten out.
- vinyl, cassette(s), CD(s) / compact discs, digital downloads, streaming
- Pav Bhardwaj, a senior figure at Microsoft's Xbox Game Pass
- the (improved) 5G network

E CRITICAL THINKING

Put students in small groups to discuss the questions. Ask them to brainstorm ideas for questions 2 and 3. Share these ideas as a class. Hold a class vote on question 2 and, together, compile reasons for and against. Then pool ideas for question 3.

Extension activity

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

ACADEMIC SKILLS

THE FEYNMAN TECHNIQUE

- 1 Before starting the exercise, work through the *Feynman technique* box as a class, focusing on anything that wasn't covered in the *Warm-up* discussion. Then, students work with a partner to read through the questions aloud and answer them together. Give feedback as a class.

ANSWERS

1 b 2 a 3 c

- 2 Students choose a topic they're studying and work alone to write down what they know about it. If students are all studying the same subject, ensure they each choose a different topic or at least that there are multiple topics being chosen. In addition, ensure the students choose a topic they feel confident discussing.
- 3 Students go and sit with someone who does not know anything about their topic, or at least someone who does not feel they are knowledgeable about it. Students then explain their topic to their partner as simply as possible.
- 4 Students assess their performance. Encourage pairs to give each other feedback on what gaps they discovered in their partner's knowledge, and therefore, what they need to research. They then discuss the usefulness of the technique.

Extension activity

With a partner, students choose a topic they find interesting but know very little, if anything, about. It could be a topic related to their field of study (one they haven't studied yet) or a topic of more general interest. They research it thoroughly and take notes. Following the guidance in the Academic skills box, they simplify the material as much as they can. This can be done for homework. Then they present the information on their chosen topic to the rest of the class and attempt to answer any questions the other students may have.

READING 2

GAMING, SOCIETY, AND THE INDIVIDUAL

A VOCABULARY PREVIEW

Warm-up

Write the following words and phrases on the top left-hand side of the board: *violence, isolation, impact on physical health*, and these phrases on the top right-hand side: *improved hand-eye coordination, impact on collaboration*. Have students work with a partner 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:

| INDIVIDUALS | |
|--|---|
| violence, isolation, impact on physical health | improved hand-eye coordination, impact on collaboration |
| NEGATIVE EFFECTS | POSITIVE EFFECTS |

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 with a partner, 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.

ANSWERS

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

- 2 Have students work with a partner 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).

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 *No*. Ask students to check with a partner, 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

Have students work with a partner 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 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*).

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 blank (e.g., adverb, comparative) and, using the information in the chart, the idea that this word is trying to convey (e.g., a large change, a sudden decrease). Have students read through again and complete the description. Ask students to check with a partner, then check as a class.

ANSWERS

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

ACADEMIC WORDS AND IDIOMS

- 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 f 2 j 3 a 4 b 5 h 6 c 7 l 8 e 9 d
- 10 g 11 i 12 k

- 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.

ANSWERS

- 1 intrinsic 2 utilize 3 bulk 4 attributed
- 5 constitutes 6 proportion 7 infer 8 formats
- 9 solely 10 In the light of 11 predominant
- 12 spring to mind

- 3 Ask students to review the questions and identify the target vocabulary. Then, have students work with a partner 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 Units 1 and 2. Students can work with a partner 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.

- 2 Have students work with a partner 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 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 with a partner, 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 with a partner. 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
- 3 vastly, marginally, proportionally (speaking), roughly, negligibly

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* and a contraction. (**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 among consumers.
- 6 Were consumers not to adopt early, the product might fail in its first year.

- 2 Have students work with a partner 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 SKILL

USING DATA TO SUPPORT OPINIONS

Warm-up

Write the example from the *Using data to support opinions* box on the board. (*Use of e-mail 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 e-mail.
- 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 graphs. Display these 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. (See *Answer 1* below) Then, have students work with a

partner 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 TASK

Read through the task with students. Highlight the two components to the task (i.e., describing current trends making comparisons and 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 take notes about the main trends. After a few minutes, ask students to check their ideas with a partner.

PLAN

Have students work alone to take 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.

REVIEW

Tell students 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

Have students work with a partner or in 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 AND IDIOMS REVIEW

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

ANSWERS

- 1 modifications 2 bulk 3 In the light of
4 constitutes 5 resolve 6 spring to mind
7 proportion

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.