READING 1	Understanding assumptions in questions
READING 2	Identifying the writer's position
STUDY SKILL	Editing your draft
VOCABULARY	Synonyms and register
GRAMMAR	Concessive clauses and contrastive structures
WRITING	Analyzing essay questions

Warm-up

Write the words *Social media* on the board and draw a circle around it. Elicit a few ideas about what we use social media for (e.g., to share pictures of our experiences, to organize events, etc.) and write these around the title as arms of a spidergram.

If students don't mention them, write *E-commerce* and *Social commerce* on the board. Put students into pairs to discuss what they think the terms mean, and how they differ. (**Possible answer:** *E-commerce* is a general term used to describe buying and selling things online, *social commerce* refers to a specific type of e-commerce that uses social media to assist online buying and selling.) Discuss as a class, writing up any useful language that might help with the infographic (e.g., *click-to-buy buttons*, *media ads*, etc.).

Next, have them discuss these questions in small groups:
1 What do you regularly buy online? Is there anything you wouldn't buy online?
2 What are some of the advantages and disadvantages of e-commerce?
3 Is there anything you think shouldn't be advertised on social media?
4 Currently, social commerce isn't very popular. Why do you think this is?

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 whilst reviewing the data (e.g., *Do men and women shop online in equal numbers?*).

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? Do you think this will change in the future?* etc.).

Students can also speculate on answers to their own questions. If time, 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 targeted advertising (i.e., *Is targeted advertising more useful or more invasive overall?*).

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** a **4** c

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 (… attracting shoppers in Lebanon who want to buy goods from abroad) **2** T **3** F (*On Your Way* charges a fixed amount of six dollars for every successful transaction, plus 7 percent of the order value.) 4 T

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. Provide feedback as a class.

The rise of crowdfunding

Warm-up

Give students the following basic information about each of the crowdfunding projects discussed: Jeffery Self is an American man who broke half of his front tooth, but couldn't afford the dental bills as he had no insurance; Shenmue I and II were video games developed by Sega in 1999 and 2001; an American man called Zack Brown wanted to raise $10 to make a small potato salad.

Then write the following figures randomly around the images on the board: $3,650, $6,333,295, $55,492. Give students a few minutes in pairs to guess which figure was raised for which project. Elicit ideas as a class (**Answer:** $3,650 = Jeffery Self's broken tooth, $6,333,295 = Shenmue III, $55, 492 = potato salad for a party).

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

1 Why do you think these projects were so 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**, etc.).

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

Exam skills

Gap-fill 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 gap. 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

Put students into pairs 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?* etc.). 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 second 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,* etc.). 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. Ask students to check in pairs then check as a class, asking them to explain how they came to each answer.

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

D Close reading

Understanding assumptions in questions

Warm-up

Elicit and clarify the meaning of *assumption* (= something that you consider likely to be true even though no one has told you directly or you have no proof). 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 Put students into pairs 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.

2 Put students into pairs to answer the questions. Give feedback as a class.

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 gap 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 in pairs then check as a class.

E Critical thinking

Supporting 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, etc.), 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.

STUDY SKILLS

Proof-reading

Warm-up

Write a few sentences on the board containing some common errors with grammar, punctuation, and spelling, e.g., *They found that there project had only received 20% of its target and only one person has invested. The investor's money would be refunded if they don't achieve the remaining 80%.*

Give students time to read the sentences and find any errors. Elicit answers from the class, using a red pen to underline / circle each issue before eliciting and writing a correction (**Possible answers:** change the following mistakes: there **their**, has **had**, investor's **investors**', would **will**). Ask students to note the different types of errors they found (e.g., spelling, punctuation, grammar, etc.).

1 Have students work alone or with a partner to read the excerpt aloud. Highlight that pauses when speaking are essentially "oral punctuation" and ensure the reading aloud follows the punctuation that is in the text. This will help students to detect problems. Give feedback as a class, asking students to justify their response to the second question.

ANSWERS

Yes, it makes sense.
Students' own answers.

2 Give students time to identify, categorize, and correct eight errors in the text, ideally using a red or green pen. Next, ask them to check in pairs then check as a class.

ANSWERS

The rise of crowdfunding has positively contributed to the economy. Mollick (2016) surveyed 61,654 Kickstarter projects that had ~~acheived~~ **achieved** their target investment of over $1,000 between 2009 and 2015.

He found that~~,~~ 5,135 full-time jobs had been created by these projects in addition to the ~~creator's~~ **creators'** jobs. Furthermore, around 4,994 new companies or partnerships ~~has~~ **had** been created with around 4,130 still in operation in 2016. While no further revenue was generated by 30.8% of projects once their ~~campain~~ **campaign** had finished, the other 59.2% generated a total revenue of $3.4bn outside of Kickstarter. This means that, for every dollar that was bid in Kickstarter, an average of $2.46 revenue ~~were~~ **was** raised outside of the site. As these statistics represent just one of the many crowdfunding ~~sights~~ **sites** and only 30% of the 61,654 projects responded to Mollick's survey, they demonstrate that crowdfunding has had a significant impact since ~~it's~~ **its** inception.

1 had (been created), was (raised)

2 He found that (no comma), creators' (jobs), (also could be it's vs its)

3 achieved, campaign

4 sites, its

3 Put students into pairs or small groups to discuss the questions. While monitoring, encourage them to support their ideas with evidence or examples.

Go through the answers as a class, encouraging students to share experiences and other useful strategies they may use.

READING 2

Are online "friends" a threat to development?

Warm-up

Draw four concentric circles on the board. Label the middle circle *close friends*. To the side of the diagram write the following: *strangers*, *acquaintances* / *friends of friends*, *colleagues* / *classmates*. Explain that in the diagram, the closer the label is to the center, the closer they feel the relationship is. Put students into pairs and ask them to label each of the rings using the labels provided based on their experience. Discuss as a class. (**Possible answer:** From the center out:—*close friends*, *colleagues* / *classmates*, *acquaintances* / *friends of friends*, *strangers*. Students may feel that they know some acquaintances better than classmates, depending on their situations, etc.) Elicit any other types of relationship and discuss where to put them on the diagram. If it isn't mentioned, write the words *online friends* on the board and discuss where on the diagram to place the label.

Next, put students into small groups to discuss the following questions before giving feedback as a class:

1 How and how often do you communicate with the type of people described in the diagram?

2 How do your relationships differ with the types of people described in the diagram?

A Vocabulary preview

1 Students work alone to complete the definitions with the words in bold. Ask students to check in pairs 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
> **a** ties **b** nurture **c** acquaintance
> **d** hyper-connected **e** narcissists **f** adolescents
> **g** anti-social **h** empathy

B Before you read
Activating prior knowledge

Students discuss the question in pairs. Whilst students are talking, draw a simple table with the headings *advantages* and *disadvantages* on the board. During class feedback, elicit advantages and disadvantages 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 statements they should match. Tell students they should annotate the text, marking the source of the argument (**for example:** *the expert or the study*), and identifying information which shows the writer's point of view. Students then read the text. Before checking answers together, allow time for students to compare and discuss their choices, and examine the annotation on each other's texts. Monitor and encourage students to justify their choices. During feedback, encourage students to explain which information in the text helped them identify the writer's position.

> ANSWERS
> Statements:
> **2** There are advantages to having online friends. (Para 4: *So, teenagers do not appear to be losing their face-to-face friends, and the additional connections provided by social networking have proven to be beneficial.*)
> **4** Social networking is changing young people's personalities. (Para 5: *Research is starting to show that this culture is negatively affecting not our friendships, but our character.*)

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** b **2** d **3** a **4** c

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 the negative aspects from both questions 1 and 2, and write these on the board in a bulleted list. Then have a whole-class discussion on what can be done by the various parties involved to reduce these problems.

VOCABULARY >

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 in pairs 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?* etc.

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 comprised   **2** advancements   **3** seek   **4** proven
5 element   **6** repercussion   **7** occurring
8 permit (us)   **9** determine   **10** eradicate   **11** asserts
12 disconcerting

2   Put students into pairs to replace the underlined words with synonyms from the box. 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. Put students into pairs 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.

VOCABULARY ❯

Academic words

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 eight items from this core academic vocabulary, and that these words 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** perception   **c** evolve   **d** resolve
e modify   **f** aid   **g** pursue   **h** empirical

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** aids   **3** resolve   **4** empirical
5 differentiate   **6** modify   **7** perceptions   **8** evolve

3   Put students into pairs 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 identify the arguments in the text that match sentences 1 to 8. Highlight that the paragraph numbers in parentheses are there to guide them. After a few minutes, ask students to check in pairs then check as a class.

> ANSWERS
> 1   Advancements in mobile technology and social networking websites mean we spend more time online than ever before.
> 2   The biggest criticism leveled at social networking is that young people are losing their offline friends to online friends … these criticisms are generally unfounded.
> 3   … social networks allow people to have a much more diverse set of friends.
> 4   A study conducted by Michigan State University (2010) concluded that our virtual friendships provide social benefits and improve our psychological well-being.
> 5   Professor Larry D. Rosen, in his book *iDisorder*, presents evidence that social networking is turning us into narcissists.
> 6   She has noticed that these devices permit us to have complete control over our friendships … young people determine who they communicate with, when and how … .
> 7   It appears that people are no longer comfortable being alone … .
> 8   The impact of being "alone together" is one that should concern parents.

2   Put students into pairs 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** EO   **3** R   **4** R   **5** EO   **6** AE   **7** EO   **8** AE

3   Put students into pairs to discuss the strengths and weaknesses of each type of evidence. Monitor and support students as necessary. Give feedback as a class, asking students to justify their opinions.

> POSSIBLE ANSWERS
>
> Data, statistics and research can provide quantitative or qualitative evidence that is not biased. However, the strength of the credibility in part 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 draw on a lot of reading and research and 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, in the style of a mini case study. However, it is not provable. It is also easy to think of anecdotal evidence to support any particular view, whilst avoiding mention of evidence that supports the opposing view.

WRITING

Writing model

A   Model

1   Students read through the essay introduction and identify the question 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 some of these advancements will no doubt prove 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 in pairs 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, the feature is yet to catch on*). Ask students to analyze the sentence by asking them questions such as *Is purchasing via social media possible?* (*yes*); *Is it popular?* (*not yet*). Ask students to identify the signpost phrase indicating that alternative positions will be presented (*even though*) and the main clause (*the feature is yet to catch on*), 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 be**ing** 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*).

Put students into pairs 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.

[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 mobile phones are necessary for the safety of children as they allow parents to constantly check in, too much screen time at an early age can be dangerous for their health.
2 Although smartphones used in school can distract pupils, they can very much enhance those pupils' 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 Put students into new pairs to compare sentences. They should check the grammar first and then compare the views presented in the sentences.

WRITING

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 the key words in the essay questions. Ask students to check in pairs 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 Put students into pairs 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. 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

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 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, Share, 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).

Share

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, etc.).

Have students turn to the peer review checklist on page 189. Make sure that they understand each point before applying it to their partner's writing. Students then get back into their original pairs and talk through their feedback.

Rewrite and edit

Before this final stage, as a class, review the *Proof-reading* box on page 13. Encourage students to apply the strategies as they review and finalize their text. (If a student wishes to do a major rewrite of their essay, based on their partner's feedback in the previous stage, advise them not to focus on proof-reading at this stage. The proof-reading should take place once the organization and ideas are in place.)

Students rewrite and edit their writing, paying particular attention to use of concessive clauses.

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, and 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** pursue **2** differentiate **3** aid **4** empirical
> **5** perception

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 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.