

# Unit 8: Technology

## Lesson 8.1: Reading and understanding writing

### Part 1: Introducing the topic

#### Task 1

The majority of students should have a general awareness about surveys and what they are for. If they do not, or you are not sure whether they do, then elicit this from the class.

One of the main purposes of this activity is to get students talking to each other and practising language in an authentic, realistic way. You should therefore ensure that students do talk in English in this activity and that they do not slip into their mother tongue, which may be possible (especially if they are interested in the subject matter).

It may be that some students, or some groups, have a preference for another form of social media not listed here. If so, that information should also be recorded.

Put a time limit of around 5 minutes on this activity, since its purpose is just to get the students thinking about the topic.

### Part 2: Preparing for the text

#### Task 2

Students may well already be familiar with this kind of brainstorming activity. If not, you might just explain the system to them – i.e., you write the main idea down within a circle, and then just add any information which you think is related. Encourage students to have no filter – i.e., to just put down any information they think will be useful. They can edit it at a later date.

Students can do this individually and then compare with a partner or in a small group. They should take ideas from others which they think would be useful and add them to their own diagram.

### Part 3: Reading the text

#### Task 3

**Note:** This text is also available as a downloadable audio file (Track 8) at [garneteducation.com/caw](http://garneteducation.com/caw).

To introduce this activity, you might tell the students the title and then ask them to give their immediate response. Do not focus on this for too long; the purpose is just to get them thinking.

Students will need around 6–8 minutes to read this text.

### Part 4: Understanding the text

#### Task 4

Students will only need around 3-4 minutes to answer these questions. If you are concerned about time, they can be done orally (i.e., students do not necessarily have to write down the answers).

## Answers

1. Facebook, Twitter and Instagram
2. 'Real' friends are those you actually see and would, for example, meet for a coffee. 'Online' friends are those you only have contact with digitally.
3. Because social media sites have access to your data and search history, they know the kind of things you are interested in. They can thus send adverts which are more specifically aimed at you.

## Task 5

Students will only need around 2–3 minutes to answer these questions.

## Answers

1. When people are young, they may write things in public which they would not, in the future, want an employer to see.
2. Because the emphasis of social media is on presenting information in a short form, there is the danger that people do not think about things in a deep enough way.

## Task 6

Students may find question 3 more difficult, but it is crucial that they understand how and why sources are used in academic writing. If the class is finding this particularly difficult, you could do it together.

## Answers

1. They do not see any alternative and just copy what their friends are doing.
2. Because they are well-respected.
3. Hartnell et al. (2015): against too much social media – can lead to disconnection, especially among young people  
Marsh (2013): thinks social media can be good – helping people stay in touch better  
Smithson (2014): provides data to show that people interact more with their phones than with each other in company  
Wehner (2015): makes the distinction between real and online friends  
Clareton (2012): notes that social media organizations have power through the amount of data they hold  
Globulus (2014): similar to Wehner (2015) – argues that people find it difficult to differentiate their private and public lives  
Pullinger (2011): uses a quotation to challenge the reduction in the quality of education

## Part 5: Understanding the writing point

### Task 7

Encourage students to discuss this question first before looking back in the text to see what they are able to remember. Students may find it useful to use the same brainstorming technique presented in Task 2 to do this activity. When students have discussed the differences, take class feedback. You could write up good points on the board. Do not let students read the text in Task 8 until they have thought about this question in detail.

### Task 8

Students will need 2–3 minutes to read through this information. After they have read the information, encourage them (or give them some additional time) to look back to the essay so that they can match the 'theory' with the 'practice'.

When this is done, ask students to close their books and write the following phrases on the board. Students should discuss, in pairs, what the phrases refer to:

- irrelevant sources
- thesis statement
- shades of grey
- court of law

## **Part 6: Checking your understanding**

### **Task 9**

Encourage students to think about this question critically and logically, since their initial thoughts might be that phones should not be banned!

Students should take 3–4 minutes to write down any thoughts about the subject that they can think of. They should not be constrained in what they write down. At this stage, they should not be influenced or biased by their original view – they should try to be open and see both sides.

### **Task 10**

Quickly elicit the meaning of *thesis statement* (i.e., the sentence in your introduction which shows your position towards the question). Discuss some of the key characteristics of a good thesis statement, i.e., it should be clear and unambiguous, and as direct and focused as possible.

Some students may be able to do this task very quickly, while others will require quite a lot more time and support. If some students finish quickly, get them to help their colleagues who may be struggling – they can show them a good model and advise them.

One option, if you have sufficient time and you think it would work with your class, is to perform a ‘mingle’ activity. All the students should come into the middle of the room (where they can move about freely) and share their thesis statement with their classmates. Students should be encouraged to challenge thesis statements and to give critical feedback. When this activity has been completed, students can look again at their thesis statement and if necessary revise it, based on the feedback they have received.

### **Task 11**

Quickly elicit the meaning of *topic sentence* and some of their key features (e.g., relatively short, general, clear). You should monitor carefully during this activity, especially in weaker groups or with weaker students. You might even ask all students to show you their first topic sentence before you let them move on to their second and third ones, just to ensure that they are doing it correctly.

## Lesson 8.2: Vocabulary, grammar and practising writing

### Part 7: Recapping the last lesson

#### Task 12

Explain to students that this kind of drafting and redrafting process is important in the essay-writing process. They will already have done some redrafting at the end of the last lesson, and so may initially be reluctant to do this again! Do not spend more than 5 minutes on this task.

### Part 8: Understanding the grammar point

#### Task 13

To introduce this task, one option would be to ask students to shut their books and ask them to brainstorm anything they know about conditional sentences. It is likely that between them they will know a few relevant facts.

Students will need around 4 minutes to read through the information. Depending on the level of the class, you may need to clarify certain points afterwards. Ask concept-checking questions to see the level of understanding which the class have. This might include:

- What are the two halves of a conditional sentence called? What are their specific functions?
- What are the main types of conditional sentence, and when would you use them?
- What other words, except for *if*, can appear at the beginning of a conditional sentence?

Students may struggle in particular with the idea of the mixed conditional. Although it is very useful if students know about this type of conditional, it is not essential. Do not spend a lot of time explaining this.

#### Task 14

Students should complete this task individually. They will need at least 5 minutes to do this. Once they have done this, they should compare with a partner. Then take class feedback and go through the answers.

If students are struggling at any stage, one tip you can give them is to scan the text for the word *if*. This may well lead them to the conditional sentences.

### Answers

Type of conditional	Example from the text
zero	If this figure is accurate, it has huge implications for society as a whole.
first	Doing this will have a significant impact on their future if they do not use the correct privacy setting (which many do not).
second	... if these data were to fall into the wrong hands, it would be disastrous for that individual.

third	Indeed, if you had predicted even half the changes which have taken place, that would have been incredible.
mixed conditional 1	If there had been clear regulations on this when social media started, we would not have this problem now.

## Part 9: Understanding the language point

### Task 15

Initially, ask students only to read the information box. Give them one minute to do this. Then ask them to summarize what they have read. It is important that students understand the reason why they are learning about prefixes before going further with the task.

Tell students that they should look at the words in context to really understand what they mean. Once students have completed the task individually, they should share with a partner and check their answers. Then take class feedback.

### Answers

Word (line)	Prefix	Concept
e.g., interaction	<i>inter-</i>	<i>between</i>
1. democracy	demo-	people
2. alternative	alter-	another
3. decade	dec-	ten
4. consume	con-	with, together
5. minimizing	mini-	small, tiny
6. multiple	multi-	many, several
7. previously	pre-	before
8. providing	pro-	for, in favour of
bomnipotent	omni-	all, every

### Task 16

If you still have plenty of time left in the lesson, students could do this activity individually and then compare their answers with a partner. If you are short of time, students could work as pairs and do half the prefixes each, and then compare their answers. In feedback, you might write up some of the most useful words produced by the class on the board. Ensure that students give a definition of the words they provide in feedback.

## Part 10: Creating your own text

### Task 17

Students will need at least 15 minutes to write their paragraph. Some classes may need even more time. If this is the case, or if you are running out of time, it may be that students need to do this (or finish it) for homework. If students are able to produce their paragraph in time, they should give it to a partner to read and give feedback on. When giving feedback, students should look at the bullet points in the book and base their feedback around this.

## **Part 11: Consolidating your knowledge**

### **Task 18**

Once students have discussed together, take brief general feedback to ensure that all members of the class are clear about these key points. Where possible, try to get students to explain the points to each other, rather than you doing it. This could also be done as a piece of written homework as well.