Unit 6   Academic reading

How Instagram is changing travel

Learning aims
- **topic: how Instagram is changing travel**
- **skills: scanning for specific information**
- **critical thinking: supporting examples**

1   Ask students to work in pairs or small groups to answer the discussion questions. Get feedback and elicit some vocabulary to describe the photo, e.g. *snow-capped mountains, lake, rock formation*.

2   Ask students in pairs or small groups to use the sentences to help them to guess the meaning of the words in bold. Do the first as an example together – the words *photographer* and *sunset* help us to understand that a *shot* is a *photograph* and *capture* must be something like *take*.

3   When students have finished discussing the vocabulary, ask them to match the words to the definitions in Exercise 3. Do the first as an example together then ask students to work together in pairs or small groups.

ANSWERS
1 c	2 i	3 h	4 d	5 b
6 j	7 f	8 a	9 g	10 e

4   This task is to encourage students to look at the title of a text and then predict what the content of the text might be. Ask students to work in pairs for a few minutes to come up with ideas for how Instagram might be changing how people travel. If time is short, do this as a whole group.

5   Give students a short time to read (around three minutes) to encourage skim reading for main ideas. Ask students to check in pairs before checking as a whole group which of their ideas were in the text.

Before reading through the information about scanning, ask students what they already know about this reading strategy – what it is and when it is useful to scan a text. Try eliciting some general types of texts that people commonly scan (e.g. a menu, a timetable) before discussing why it's important to be able to scan long academic texts. After students have read through the Skills focus box, remind them that they need to have a specific purpose in mind in order to be scan effectively.

6   This exercise gives students practice in scanning for key words – names. Ask students to read through the statements first, underlining or circling key words. Tell students that they need to scan the text to find the names of the photographers and then read carefully around each name to match the statements to a photographer. Give students a time limit to do this exercise (around 7 or 8 minutes) then ask them to check in pairs before checking as a whole group.

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

7   Before starting this exercise, ask students which famous places they can remember from the text and why the writer uses so many examples of real places and events. Try to elicit that it helps the writer to make her points more clearly and makes the text more interesting. Ask students to read through the arguments (1–4) and the example destinations (a–d) and refer back to the text to match them. Ask students to check in pairs before checking answers in open class.

ANSWERS
1 b	2 c	3 a	4 d

8   First give students a few minutes to read the discussion questions and plan what they want to say. Then get small groups of students to discuss the ideas introduced in the text. One option in feedback is to ask different groups to report back on one of the questions that they discussed for the whole class to hear and discuss.

Optional follow-on activity: Ask students to write an opinion essay about Instagram and travel: 'To what extent do you think social media sites such as Instagram are changing the way young people travel?'