Riccardo Chiappini

Build up to IELTS

A step-by-step course

Writing ▪ Listening ▪ Speaking ▪ Reading

6.5 - 8.0

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Introduction

Aim and approach

This book is designed for students aiming to achieve a score of 6.5–8.0 in the Academic IELTS exam. It covers all four parts of the test (i.e. Listening, Reading, Writing and Speaking). However, special focus has been given to the Writing section, as this is the area IELTS candidates generally find most challenging.

Organisation

Each of the ten units covers a different topic, chosen from the most common ones that have appeared in IELTS exams (e.g. the environment, well-being, society). All the tasks that directly practise the exam format are indicated by ⌖ . The units do not have to be tackled in order – the book is designed so that you can choose to focus on the skills and/or task types that are most problematic.

Writing
The Writing sections take up approximately half of each unit.
• Units 1 to 5 help you understand how to write the different types of Task 2 essay.
• Units 6 to 10 are designed to train you to describe the different types of visual common in Task 1 questions (line graphs, pie charts, process diagrams, etc.).
Each Writing section begins with a model answer (i.e. an essay or a description of visuals). The tasks that follow will help familiarise you with the general features common to each text type (e.g. content, purpose, organisation), as well as details on the specific components (e.g. introduction, main body, conclusion) and the lexical and grammatical resources that you will need to complete this part of the exam.

At the end of the section, you will find a *Your turn* task, which will give you the opportunity to put into practice all you have learnt in the previous pages and write a similar text to the model answer.

Listening and Reading
The tasks in these sections cover all the question types that you will find in the parts of the exam that test the skills of Listening (e.g. matching, multiple-choice questions, note completion) and Reading (e.g. labelling, matching headings, summary completion). Each activity has been designed to enable you to understand the different question types and improve those skills and strategies that you need to answer them and achieve the score you are aiming for.

Speaking
This section covers all three parts of the IELTS Speaking test. It helps you acquire useful communication strategies (e.g. taking notes, organising your speech, expanding your answer), as well as useful grammar and vocabulary for you to improve your overall speaking skills and achieve the score you need.

Pulling it all together
At the end of each unit, there is a summary section for you to review the key topics and language covered, plus an additional writing task corresponding to the text type dealt with in the first half of the unit.

Exam guide
In each unit, you will also find references to the Exam guide at the back of the book. Use this section as you advance through the book to familiarise yourself with the nuts and bolts of each question type, as well as to get extra tips on how to complete each task in a more efficient and effective way.

Answer key
At the back of the book you will also find the correct answers for all the exercises, plus a model answer for each of the extended writing tasks.

Audio
You can access all the audios and transcripts that accompany the book at www.allango.co.uk. (See page 1.)

I genuinely hope this book will help you achieve the objectives that you have set yourself in your linguistic journey.

Riccardo Chiappini

Writing Task 2: Opinion essays

Model answer

> **i** For information on opinion essays, see page 149.

1 Discuss these questions in pairs.

1 In what ways is technology currently used in education?
2 Should the role of technology in education continue to expand, or has it reached its limit?
3 How can the use of technology in education help a country's economy to improve?

2 Read the exam task and model answer below and see if the ideas are the same as yours.

> *For our economy to grow, all educational institutions should be equipped with the latest technology and provide students with useful technology-related skills. Do you agree or disagree?*

Education is the key element of any economy. Our success at school or university usually determines our success throughout our professional lives. Therefore, for our economy to succeed, all citizens should be equipped with suitable skills that prepare them for the world of tomorrow. In this essay, I will argue that educational institutions cannot achieve this exclusively through the use of cutting-edge technology; they must also, and more importantly, implement modern and effective teaching methods in their curricula.

There is no doubt that technology can be an effective tool for students to learn and develop knowledge and valuable skills. As a matter of fact, a recent study conducted at a secondary school showed that the use of technology makes learning materials more appealing to students and at the same time helps them acquire technology-based skills. The same study also found that students equipped with technological devices in class perform tasks more quickly and achieve higher scores than their peers studying in more traditional environments. Moreover, the study also revealed that technology is not only useful for students to acquire knowledge, but also helps teachers, students and parents communicate more quickly with each other: teachers can set up their classes entirely online, students can share their materials with teachers and other students on virtual platforms, and parents can find all the information they need on the school website and via apps.

Despite this, research shows that without effective teaching methods, technology alone does not lead to 'better' learning. Students, in fact, retain content and concepts for longer when both materials and methods fit their individual way of learning. Some students, for example, might find virtual presentations threatening and express themselves better through group discussion or written reports instead. Another way for students to learn more effectively is by teaching them soft skills, such as how to be more autonomous and respond to a problem with creative solutions. Moreover, technology is often synonymous with closed virtual spaces where students can only choose between correct or incorrect options. Conversely, teaching methods based on critical thinking and debates, for example, can lead learners to reflect more deeply on an issue, as well as give them space to express themselves more openly and confidently.

In summary, technology does help students learn faster and engage more with classroom materials. Nonetheless, institutions should integrate technology-based learning with the teaching of soft skills, so that the closed virtual spaces of technology can be made more open and effective. Without innovative learning and teaching methods, technology on its own will always be a tool for learning rather than a way of learning better.

3 Answer these questions about the model answer in pairs. Provide evidence for your answers.

1 Has the writer answered the question in the exam task?
2 Is the writer's position clear throughout?
3 Are the writer's views supported with examples or evidence?
4 Are the examples or evidence the writer provides relevant to the task? Are they fully developed?

General content of opinion essays

1   **Read these four extracts from different responses to the exam task on page 7 and identify the problem in each one.**

1   Technology is fundamental because it makes learning easier and faster. Moreover, students find learning with tablets and phones definitely more engaging than textbooks and other printed materials. Finally, technology makes communication between teachers and students more efficient.

2   First of all, students will have easier access to learning materials through technology. For instance, they can use a wide variety of applications that are specially designed for common portable devices such as tablets and phones, but even programs for PCs if these are available in the classroom.

3   Technology-based learning provides students with much greater benefits than traditional methodologies. Investigation has established, in fact, that students perform better when they are engaged in activities that do not require the use of any technology.

4   *One of the most important aspects of using technology in the classroom is that it helps learners engage with content faster. Some applications, for example, allow students to share files with other students and their teacher. Moreover, when they share a file with someone, the application automatically sends a notification to them.*

2   **Answer these questions in pairs.**

1   What relevant example(s) can you think of to support the claims the writer makes in Extract 1?
2   What information could be included to support the example the writer uses in Extract 2?
3   What changes could you make to Extract 3 to make it more logical?
4   What relevant example(s) can you think of to replace the one given by the writer in Extract 4?

> **i**   For information on how to structure opinion essays, see page 149.

3   **Look at the model answer on page 7 again and answer these questions in pairs.**

1   How many paragraphs are there?
2   What information does the writer include in the introduction?
3   How many paragraphs are there in the main body of the essay?
4   What information does the writer provide in each body paragraph?
5   What information does the writer include in the conclusion?

Introductions for opinion essays

> **i** For information on introductions for opinion essays, see page 149.

1 Which of these sets of notes (A, B or C) did the writer of the model answer on page 7 use to write their introduction?

A	**B**	**C**
• Summarise the exam task instructions in one or two sentences. • Say what the essay will be about.	• Paraphrase the exam task instructions and invite the reader to reflect on the topic. • Say what sources I have used to write the essay.	• Make a statement that gives my opinion and paraphrase the exam task instructions. • Briefly summarise what I will discuss in my essay.

2 Read these four introductions to essays answering the exam task on page 7. How has each writer failed to follow the advice on how to write introductions in opinion essays page 149?

1 The implementation of technology-based learning in educational institutions can have a significant impact on the economy of a country. Moreover, technology may contribute to innovation in many different aspects. In this essay, I will discuss this topic and provide readers with some examples.

2 The impact of educational institutions on the economy of a country is undeniable. However, I do not believe that more technology in schools and universities will inevitably lead to a more successful economy.

3 For our economy to grow, all educational institutions should be equipped with the latest technology and provide students with useful technology-related skills. Do you agree or disagree? I definitely agree with this statement. In this essay, I will give reasons to explain my position.

4 *For a country to have a healthy economy, all its schools and universities need to make the most cutting-edge technological resources it possesses available to their students. Am I in favour of or against this statement?*

3 Write a suitable introduction for these three exam tasks. Use a thesaurus to help you if necessary.

1 *International exchange programmes benefit secondary and university students because the students have the chance to learn how other cultures study the same or different subjects. To what extent do you agree?*

2 *Some people think that it is unnecessary for younger students to do homework, and that they should spend their time out of school doing other things, such as playing or socialising. Do you agree or disagree?*

3 *Subjects such as art, music and drama are not useful to prepare children for the future world, and they should be eliminated from school curricula. What is your opinion?*

4 Read your partner's introductions from Exercise 3 and answer these questions. Then discuss your answers with your partner.

1 Has your partner included an appropriate paraphrase of the exam task?
2 Is their view on the topic clear?
3 Have they summarised what the rest of the essay will be about?
4 What did you like most about your partner's introductions?
5 Is there anything your partner should change in any of them? Why? / Why not?

Main body of opinion essays

> **i** For information on the main body of opinion essays, see page 149.

1 Which of these sets of notes (A, B or C) did the writer of the model answer on page 7 use to write the second paragraph of their essay?

A	B	C
• State my opinion about what I'm going to discuss in the paragraph. • Give a list of examples to support my argument. • Explain the examples I've given and conclude the paragraph.	• Summarise the point I want to make in the paragraph. • Give examples that are relevant to the point I want to make in the paragraph. • Discuss the examples I've provided and give more details.	• Briefly say what the paragraph will be about. • Connect my ideas with the ones I've expressed in the introduction or in the previous paragraph. • Conclude the paragraph, justifying my opinion.

2 Match these problems with the paragraphs below (A–D).

1 The writer does not organise the paragraph clearly.
2 The writer does not discuss the examples given to clarify and support their opinion.
3 The writer does not provide a topic sentence.
4 The writer uses examples that are not specific to the topic discussed in the paragraph.

A *To support teaching and learning, schools and universities have a wide variety of digital resources at their disposal. These can take the shape of electronic books or digital portfolios, but also virtual-reality devices or real-time feedback applications.*

B First of all, educational institutions could make the learning process easier for students by offering them more virtual options. For example, it has been discovered that students who are skilled in using cutting-edge technology have a better chance of having a successful professional career.

C Technology can have a very positive impact on learning, as it allows students to access and share learning materials more quickly and easily, especially through virtual spaces, where students can ask their questions and teachers can answer them, or where teachers can set homework and students can do it, even outside usual class time.

D Students could be asked to prepare a video presentation. They could record it and quickly email this to their teacher, or they can upload it to the classroom folder they share with other students. This helps the students and teachers save time and helps students keep focused on their task without having to think about other things like how to bring their video presentation to class and how to show it to the class once there.

3 Add to, replace or change the information in paragraphs A–D in Exercise 2 to improve them. Then compare your answers in pairs.

Conclusions for opieions essays

> **i** For information on conclusions for opinion essays, see page 149.

1 **Which of these sets of notes (A, B or C) did the writer of the model answer on page 7 use to write their conclusion?**

A
- Briefly summarise the content of my essay.
- Restate my opinion using different words.
- Write a final sentence that gives the reader something to reflect on.

B
- Add the points I didn't cover in the previous paragraphs.
- Repeat where I stand on the topic.
- Leave the reader with a question to think about.

C
- Summarise the main points of my essay.
- State my opinion for the first time.
- Recommend that the reader do further research on the topic.

2 **Read these four conclusions to essays answering the exam task on page 7. How has each writer failed to follow the advice on page 149?**

1 I hope my opinion regarding the topic and the information provided in this essay is clear to the reader and that we have the same opinion on this matter. Things really need to change.

2 To sum up, in the first part of the essay, we discussed why computer skills should be included in all school curricula. In the second part, on the other hand, we discussed how this could be done without eliminating any other subject from the curriculum. What is your take?

3 To conclude, I agree with the statement, and I do believe that technology plays one of the most important roles in education at the moment. However, could we really consider its role as the most important?

4 *As I have explained in the paragraphs above, I think that technology is not always synonymous with growth and that more innovative ideas are needed for economies to become more modern.*

3 **Put the sections in the correct order to create two conclusions. There are two extra sections for each conclusion. Change the punctuation as necessary.**

Conclusion 1
A many parents and teachers still think that technology will 'spoil' children
B although the details haven't been made available to parents,
C as we have seen so far
D despite these arguments, technology still remains a vital component of the society we live in today
E this provides the reason why pupils should use fewer rather than more devices in class

Conclusion 2
A as a result of this, if technology is necessary in each and every aspect of our lives, education must not be left behind
B in the second paragraph, I also mentioned
C technology truly has the potential to make our students, and therefore our economy, more competitive in the long term
D there is no coming back from all the progress society has made
E all the examples provided so far point to the conclusion that

Coherence and cohesion

> **i** For information on coherence and cohesion, see page 148.

1 Decide whether the linking words and expressions in the box are used to add information (A), talk about effects/results (E), express contrast (C) or give examples (G).

> therefore ▪ but ▪ as a matter of fact ▪ however ▪ not only … but also ▪ for example
> despite this ▪ in fact ▪ such as ▪ moreover ▪ thus ▪ nonetheless

2 Complete the sentences below with the linking words and expressions in the box.

> despite this ▪ such as ▪ moreover ▪ thus

1 Virtual reality is an opportunity to simulate real situations in class, _____ providing students with useful practice to function in the world that awaits them.
2 The principal has decided to ban all vehicles from coming within a mile of the school. _____ , no skateboards, rollerblades or bikes will be allowed on the premises.
3 The number of graduate students increased by 6% last year. _____ , the country is still far behind European standards.
4 Many schools around the world have started including more practical subjects in their curricula, _____ robotics, cookery and needlework.

Language

> **i** For information on language for opinion essays, see page 148.

1 In pairs, find words and phrases in the model answer on page 7 related to education and technology.

2 Complete the sentences with words and phrases from the answers to Exercise 1. The first letter of each word has been given to help you.

1 Online learning provides students with **v**_____ **s**_____ that satisfy their learning and private needs.
2 I believe that the best way to **a**_____ **k**_____ is by sharing it with others, transferring it and translating it into practice – and technology can offer all of this.
3 The government will fund all state schools in the country to purchase the most **c**_____ **t**_____. The race between state and private schools to modernise their institutions has begun.
4 Teachers will be provided with all the appropriate tools to **s**_____ **u**_____ their classes online.

3 Read the sentences from the model answer below (a–e) and answer these questions.

1 Which words or phrases in each sentence tell you that these are opinions and not facts?
2 What other words and phrases used to express an opinion can you find in the model answer on page 7?

a Education is the key element of any economy.
b There is no doubt that technology can be an effective tool for students to develop valuable skills.
c Some students, for example, might find virtual presentations threatening.
d Technology certainly helps students learn faster and engage more with materials.
e Institutions should integrate technology-based learning with the teaching of soft skills.

Your turn

1 **Look at the exam task below and answer these questions.**

1 What's the general topic you are asked to discuss?
2 What is the more specific topic you are asked to write about?

> *Nowadays there is such a variety of digital resources available for students to use in class that the role of the teacher could be completely replaced. To what extent do you agree?*
>
> *Give reasons for your answer and include any relevant examples from your own knowledge or experience.*

2 **Think about reasons why you would agree and/or disagree about the topic. Then choose which position to take.**

3 **Think about who is going to read your essay. What questions do you think they would want to have answered by reading your essay? Write three questions they might have and a summary of your answers.**

Question	Summary of your answer
What digital resources do students already use in class that students can use effectively without a teacher?	• E-books (some activities can be done without a teacher) • Online exercises and games (if key/ solutions are provided, then teacher's presence is not required)

3 **Decide how many paragraphs you are going to write and what information you will include in each of them. Use the information in this unit and your notes from the previous two exercises to help you.**

4 🎯 **Write your answer to the exam task in Exercise 1.**

CHECKLIST
Introduction
- Have you paraphrased the information in the exam task? ☐
- Have you clearly stated your opinion? ☐
- Have you briefly explained what your essay will discuss? ☐

Main body
- Is your position/opinion clear throughout the body of your essay? ☐
- Have you used topic sentences to summarise the content of each paragraph? ☐
- Have you provided examples? ☐
  – Are they relevant?
  – Do they support your view on the topic/question?
  – Are there enough examples for the reader to understand your opinion?
- Have you discussed/explained the examples / your opinions appropriately? ☐
- Is the main body clear and logically structured so that it makes sense to the reader? ☐
- Have you used appropriate linkers/conjunctions to connect the sentences within each paragraph, and to connect the different paragraphs? ☐

Conclusion
- Have you summarised the points made in the previous paragraphs in one or two sentences? ☐
- Have you restated your opinion using different words? ☐
- Have you left the reader with something to reflect on? ☐

Speaking: Part 1

> **i**   For information on Speaking Part 1, see page 153.

Fluency and coherence

1 🎧**1 Listen to four candidates answering a question about their studies/work. Which two speakers do all of these things?**

	1	2	3	4
Candidate responds with relevant information.	☐	☐	☐	☐
Candidate extends their answers appropriately.	☐	☐	☐	☐
Candidate expresses their thoughts and ideas in an organised and clear way.	☐	☐	☐	☐

2 Complete the first row of the table below with the linking words and expressions in the box.

> because ▪ for instance ▪ I feel that ▪ in fact

	Adding information	Giving examples	Giving opinions	Giving reasons
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				

3 🎧**2 Listen to speakers 2–4 again. Complete the rest of the table in Exercise 2 with the linking words and expressions each speaker uses.**

4 Complete the sentences below with the linking words and expressions in the box.

> as a matter of fact ▪ as I see it ▪ as well ▪ I guess ▪ this is because ▪ say

1 There are many reasons why I've decided to take a gap year: it will help me think, and at the same time it'll give me the opportunity to earn some money _____ .
2 The council will never be willing to invest money in rebuilding a school in my old town. _____ the average population age there is now over 60, which basically means that there are no more young people and therefore no more students to teach.
3 I chose literature as my major because I wasn't really cut out for science subjects. _____ , I failed maths and physics quite a few times.
4 _____ , education is indispensable and should therefore be made accessible to everyone.
5 My parents always wanted me to study something practical like, _____ , civil engineering or medicine. But I didn't listen to them and decided to study mediaeval history.
6 _____ I should have taken some advice before deciding which course to do at university, because I now realise that the degree I've chosen isn't the best one for the career I'd like to follow.

Lexical resource

1 🎧 2 **Match the expressions with their synonyms. Listen again and check.**

1	right path	a	drop out
2	give up	b	there are many ways it can be used
3	important	c	protect
4	safeguard	d	thinking about how to earn and spend my money
5	its applications are endless	e	fundamental
6	taking care of my own finances	f	correct direction

2 **Look at the pairs of expressions in Exercise 1. Which expression in each pair would score more highly in 'Lexical resource'?**

3 **Choose four expressions from Exercise 1 and write true sentences about yourself (or people you know or your opinion in general).**

drop out
I've never <u>dropped out</u> of school or university.
My brother <u>dropped out</u> of school when he was 17.
More appealing alternatives should be provided to stop students from <u>dropping out</u> of school.

Your turn

1 🎯 **Answer these Speaking Part 1 questions, using a voice recorder (or the voice-recording app on your phone) to record your answers.**

1 What did you like about your school?

2 Do you think the school has changed much over the past few years?

3 Do you enjoy learning now more than you did when you were a child?

2 **Listen back to your recording and answer these questions.**

1 Were your answers clear and easy to follow?
2 Did you extend your responses with relevant information?
3 Did you link your ideas with appropriate linking words and expressions?
4 Did you use more advanced vocabulary?
5 Was your grammar accurate and appropriate?

3 **If you think you can improve your answers, do Exercises 1 and 2 again.**

Reading: Matching headings • Multiple choice

1   You are going to read an article about social enterprises and innovation in education. Before you look at the article, read this definition of social enterprise and answer the questions below.

A **social enterprise** is a business that reinvests its own profits back into the community where it operates so that it can improve the whole community's social, financial and environmental well-being. These can be cafés or cinemas, but also banks or tech companies that provide more sustainable products and/or services.

1   Do you have a similar concept in your language?
2   Can you think of any examples of social enterprises from your own community or country?

2   Read the article on page 17 and answer these questions.

1   What types of social enterprise are mentioned in the article?
2   How do they benefit students and/or the community in which they operate?

Matching headings

i   For information on 'Matching headings' tasks, see page 150.

1   Look at the exam task below and answer these questions.

1   How many sections in the text need a heading?
2   How many headings are there in the list provided?

Choose the correct heading for each section from the list of headings below.
*Write the correct number, **i–vii**, next to each question **1–5.***

List of Headings

i	An app to design creative assignments for students
ii	The need for supervision from education professionals for projects from social enterprises
iii	A new partnership between educational institutions and social enterprises
iv	A method that categorically refuses technology as a source of innovation
v	More investments by local authorities needed for social entrepreneurs to succeed
vi	No innovation in education without analysis and investigation
vii	Educational games for students to learn IT and other soft skills

1   Section **A**   _____

2   Section **B**   _____

3   Section **C**   _____

4   Section **D**   _____

5   Section **E**   _____

2   Match the headings in Exercise 1 with sections A–E in the article.

Social enterprises aid innovation in education

by Tim Smedley

A Education may not always be thought of as an innovative sector, but as schools increasingly look to relieve budgetary burdens and provide inspirational education experiences, a new breed of innovative social enterprises is emerging that can help on both counts.

B New technology is an area that is arguably easier for a small social enterprise to innovate in than an entire school or local authority. Excite-Ed was launched by Julia Bateson in 2011, following training at the School for Social Entrepreneurs after her redundancy as a local authority adviser for study support and extended learning.

Excite-Ed works within schools, helping children (and teachers) create computer games that teach both digital and social skills. Bateson said: 'Everyone can see the pace, growth and influence of digital and social media, and as a former teacher and a parent to two young children, I felt passionate about creating a social enterprise that would empower children in schools to apply their digital "expertise" in the form of learner-led innovation.' One app, CyberSafe, funded by the Big Lottery and produced in partnership with 12- to 15-year-old students, is a game which addresses the issue of cyber-bullying. 'Most schools [...] are not confident teaching digital literacy because they think they don't know enough about it. Gaming is fun, mobile and inter-generational; it brings people together, so we use it to tackle these issues.'

As well as offering something to schools that they are unlikely to be able to produce internally, Bateson believes the work she and other social enterprises are doing is pointing towards a new model within education. 'I see the future as being one of partnerships developed between schools and social entrepreneurs. In these times of austerity, moving to a more autonomous structure, away from local authority control, headteachers have been rightly cautious and prudent about spending money. But if social entrepreneurial partnerships are to flourish to the benefit of children and their families, two things must happen: social entrepreneurs must clearly demonstrate their social impact and schools are going to have to spend.'

C Night Zookeeper is another social enterprise using gaming technology. 'Night Zookeeper helps children invent their very own magical animals,' explains Chief Executive Joshua Davidson, who came up with the idea for primary schools while studying for a Master's degree in Digital Art. The project attracted a number of individual investors, as well as private companies such as Telefónica O2, and it was selected as part of UnLtd's Big Venture Challenge. 'We develop young imaginations, raise literacy standards and improve confidence and self-belief. Our latest app, Night Zookeeper Teleporting Torch, sends children daily creative "missions". These include things like drawing the ocean without the colour blue [...] As well as receiving missions from us, parents and teachers can invent and send missions of their own on nightzookeeper.com, so the possibilities really are endless.'

Like Bateson, Davidson also believes there is more than enough room for social enterprises within state education: 'The potential for innovative social enterprises within the primary-school sector is huge. If you look at the US, it has been a massive area of investment [...] I hope Night Zookeeper will pave the way for more interaction between businesses and schools.'

D Away from the cutting-edge technologies, innovation can also be found within more traditional educational experiences. Pete Carthy, a former primary-school teacher, was inspired by the Forest Schools concept to set up BEES in the Scottish borders. 'We do teacher training, outdoor learning, vegetable gardening and outdoor experiences for kids and climate-change education,' explains Carthy. 'We work with disaffected teenagers and have a volunteer programme training up unemployed people ... that means we've got more capacity staffing wise.'

Another programme helps estranged fathers and sons to bond over 'Ray Mears-style' woodland activities. Innovating, Carthy argues, must involve a combination of imaginative pilot schemes and formal assessment of what is working and what isn't. 'One of the things I've realised over the years of running a social enterprise,' he says, 'is the importance of research and development – without that, you just can't move forward.'

E As well as a passion to innovate, something else unifies the social enterprises featured here. They are all run by ex-teachers. Davidson, whose co-founder and Education Director Paul Hutson is also a former primary-school teacher, argues that 'teachers are, in some cases, rightfully distrustful of lots of education businesses. It is vital that new education technology companies either employ or are founded by actual educators.' This belief will certainly be tested as innovative social enterprises compete with the private sector as schools increasingly turn to contractors.