

The trouble with TV



Discuss these questions about TV in small groups.

- How many hours of TV do you watch each day?
- How many TVs do you have in your home?
- How do you decide what programmes your family watches?
- How much advertising is there on TV in your country? What do you think about commercials?
- How would you describe the TV channels in your country?

Skills

1 Reading for gist

Read the newspaper article quickly, then match 1–3 with a–c to make three possible titles for the article. Choose the one you think is best.

- | | |
|-------------------|-----------------|
| 1 No TV, | a. less TV. |
| 2 TV is | b. no problem? |
| 3 We should watch | c. bad for you. |

Title: _____

- 1 I can now conclusively prove that the common factor to all modern-day trouble-makers and criminals is this: they didn't watch enough TV. All the problems of the last century or so would have been avoided if people had spent their time watching soap operas or the news on TV. I know this because, after a rather heated argument with my parents about my TV habits, I volunteered to spend a whole month without TV, video or anything remotely related to them. The bottom line is that it turned me into a far worse person.



- 2 There are two things you quickly notice about not watching TV. The first is that everyone with a telly watches it far more than they admit. The second is that it gives thousands of hours of good quality entertainment for astonishingly little cost. What critics have long maintained is that TV destroys the mind, but I've now got to admit that people who haven't got a TV become restless, edgy and ultimately obsessed with trivia.
- 3 I tried keeping a diary of the experiment: 'Day 1. Life is so much better without TV. I'm doing so much more, and feel a better person...' and so on... The second week was just dull. I felt slightly numb and dimly aware that everyone else was having fun while I couldn't allow myself to do so. Going out with friends also got problematic. I now realise that at least two-thirds of conversations begin: 'Hey! Did you see ... the other night?' Of course, I hadn't! People started regarding me as some sort of sad case.
- 4 The lowest points of the month were two England-Scotland football matches, for which I joined Britain's long-distance lorry drivers and shop staff in listening to the radio. Whilst I am sure life went on as normal in Wales, life everywhere else in mainland Britain came to a complete halt that day. I know because I stared out of the window watching the whole of the rest of the population hurrying home to watch the matches.
- 5 Then total disaster struck. I got flu and had to spend a day at home. Despite the thrill of comfort food and reading the newspaper in bed with the central heating on, there seemed no point in having a day off sick if you can't watch TV. I was back at work the next day.
- 6 The last few days were like being a small child before Christmas: each minute took twice as long as the preceding one. Eventually, midnight crept around, and, like a drowning man finding dry land, I leapt in front of the set and grabbed the remote control as if it was pure gold! I had reached an oasis of televisual delights. And, of course, you've guessed it! There was nothing interesting on!

Toby Scott *The Guardian*

2 Multiple choice questions

Read the article again and choose the best answers to questions 1–6.

Exam training

Multiple choice questions Read all the options carefully and underline the parts of the text which help you make your choice.

- 1 What is the writer suggesting about troublemakers and criminals in paragraph 1?
 - a They get most of their ideas from watching TV.
 - b Watching TV turns them into even worse people.
 - ☒ c Watching TV could have a beneficial effect on them.
 - d Without TV they would have nothing to do.
- 2 What does 'it' refer to in paragraph 1?
 - a a TV programme
 - ☒ b not watching TV
 - c the TV news
 - d being a volunteer
- 3 Which two comments does the writer make about TV in paragraph 2?
 - a Most TV programmes appeal to very few people.
 - ☒ b On the whole TV programmes are excellent value for money.
 - c People who own TV sets often do not watch them very much.
 - ☒ d People spend more time watching TV than they say they do.
- 4 What did the writer realise as time wore on?
 - a Keeping a diary was not as easy as he had thought.
 - b He had fewer friends than he thought he had.
 - ☒ c After the first few days, his feelings began to change.
 - d He was having more interesting conversations with friends.
- 5 What did he do when he couldn't watch the football matches on TV?
 - a He decided to spend some time visiting Wales.
 - b He went shopping while everyone watched TV.
 - c He came across some lorry drivers who told him about them.
 - ☒ d He discovered that he could listen to them on the radio.
- 6 The 'total disaster' in paragraph 5 refers to the fact that
 - a his illness prevented him from going to work.
 - b he had lost his appetite and couldn't eat anything.
 - ☒ c he was ill and unable to watch TV at home.
 - d he was unable to work because he had an accident.

Vocabulary

3 Verbs and meanings

prove • avoid • maintain • stare • strike • leap • grab

- A Find a verb in the list above which has a similar meaning to:
 - 1 a) jump high b) move quickly
 - 2 a) say something is true b) keep in good condition
 - 3 a) show something is true b) turn out to be
 - 4 take something suddenly or roughly
 - 5 attack suddenly
 - 6 a) prevent b) keep away from
 - 7 look at somebody or something for a long time because you are interested or surprised
- B What do these verbs mean in the article?

4 Phrases and meanings

The phrases in 1–5 are from the article. Choose the correct explanation of their meaning, a or b, as they are used in the article.

- 1 the common factor (paragraph 1)
 - ☒ a a shared point
 - b an unimportant point
- 2 the bottom line (paragraph 1)
 - a the least important fact
 - ☒ b the conclusion
- 3 obsessed with trivia (paragraph 2)
 - ☒ a constantly thinking about unimportant things
 - b often considering what is important in life
- 4 slightly numb (paragraph 3)
 - a rather sad
 - ☒ b not really able to feel things
- 5 a sad case (paragraph 3)
 - a someone who is upset about something
 - ☒ b someone to feel sorry for

Time to talk!

With a partner, discuss these questions.

- 1 How many different types of TV programme can you think of?
- 2 What kinds of TV programmes do you consider to be a) entertaining, b) useful or c) boring? Why?
- 3 What would you do to improve TV programmes in your country?
- 4 Could you spend a month without watching TV? What would you do instead?

Let's focus on noun and relative clauses

Quick quiz

There is a mistake in each of these sentences. Can you find and correct it?

- ✓ 1 I understand that you are saying. *what*
- ✗ 2 What you are saying ~~it~~ makes sense to me. *what*
- ✓ 3 This is the advertisement ~~what~~ I was talking about. *show*
- ✓ 4 Is this the place ~~which~~ you saw the advert? *where*
- ✓ 5 This is the advertising agency ~~who~~ first advert was an overnight success. *whose*

1 Comparing advertisements

Which advertisement do you think would be more effective in selling the product? Why?



2 Noun and relative clauses

- A Read this questionnaire, which appeared on the back of a packet of food. What do you think the aim of the questionnaire is? What do you think the food inside the packet was?

- 1 If you're at a party where someone offers you peanuts and crisps, what do you say?
 - a 'Not at the moment, thanks.'
 - b 'Can I also take a handful for my friend?'
 - c You look worried and say, 'That's not the only plate, is it?'
- 2 You visit a dentist who points out that you now have more fillings than teeth. Do you:
 - a make a firm resolution to give up taking sugar in your coffee?
 - b start using a sugar-free substitute but still have a biscuit with your coffee?
 - c feel depressed and ask your mother, who is a fantastic cook, to make you a chocolate cake?
- 3 You are on the top floor of a building. What you need to do is go down to the ground floor. The lift doesn't come for ages. Do you:
 - a take the stairs?
 - b wait another 15 minutes for a lift that you know isn't going to come?
 - c pretend you're ill and wait for someone to come and help you?
- 4 Your neighbour, whose dog you adore, asks you to exercise the pet. Do you:
 - a go for a two-kilometre walk through the park?
 - b leave the animal to run around by itself in the garden?
 - c throw a stick out of the window and settle down to watch TV?

- B Underline all the noun and relative clauses in the questionnaire. How many can you find?

- C Are the noun clauses you found the subject or the object of the main verb?

- D Are the relative clauses you found:
 - a telling you what the speaker is talking about?
 - b mentioning something which is extra or additional information?

3 Defining and non-defining relative clauses

Defining relative clauses give us essential information so they cannot be left out of the sentence. They define the person or thing we are talking about.

Mr Smith is the man who helped me.
This is the film that won an award.

Non-defining relative clauses do not define the noun. They give us extra information and could be left out of the sentence without changing its meaning. Note that we use commas with non-defining relative clauses.

My neighbour, who is very nice, helped me in the garden.

War and Peace, which is a great book, is being serialised on television.

- A In which of these sentences is the speaker defining the noun?

- 1 My brother, who is younger than I am, lives in Paris.
- 2 The hotel that we stayed at in Budapest was expensive.

- B Here are two similar pairs of sentences. Can you explain the difference between them?

- 1 a All the customers who were invited to the promotion received a free gift.
 b The regular customers, who were invited to the promotion, received a free gift.
- 2 a The car that was parked in front of our house was bright red.
 b The car, which was parked in front of our house, was bright red.

deals - satyer's re
meal into - layers re

4 Pronouns in defining relative clauses

Can you complete these rules about pronouns in defining relative clauses?

- 1 We use *that* for people or things.
- 2 We use *which* for things.
- 3 We use *who* for people.
- 4 We use *whose* for people.
- 5 We use *where* for place.

Look at these sentences. Correct any mistakes you find.

- 1 The man ~~who~~ ^{that} bought the red car is very wealthy.
- 2 The garage ~~who~~ ^{where} sold him the car is in the High Street.
- 3 The radio ~~was~~ ^{which} in the car has been stolen.
- 4 The man ~~which~~ ^{who} radio was stolen went to the police.
- 5 The policeman ~~which~~ ^{who} dealt with the case is my next door neighbour.
- 6 The garage ~~which~~ ^{where} the man kept the car was broken into.

5 Pronouns in non-defining relative clauses

We use the pronouns *which*, *who*, *whom* or *whose* in non-defining clauses. Which sentence is correct, 1 or 2? Why?

- 1 My new dress, which I bought in a sale, is pale blue.
- 2 My new dress, that I bought in a sale, is pale blue.

Combine these pairs of sentences to make one sentence using a non-defining relative clause and a suitable relative pronoun.

- 1 This watch was a birthday present. My boyfriend gave me the watch.
- 2 Peter is 15 years old. Peter's father is in advertising.
- 3 I bought these old books in Paris. The books are worth a lot of money.

6 Noun clauses as subject and object

Which noun clause in *italic* is the subject and which the object of the verb in the main clause?

- 1 I've heard *that Sue is getting married*.
- 2 *What you are telling me* is untrue.

Match the phrases 1–6 with a–f to make sentences with a noun clause.

- 1 I have no idea
- 2 what you are suggesting
- 3 what they asked me to do
- 4 Have you noticed
- 5 We often fear
- 6 what people think of my behaviour
- a makes a lot of sense.
- b that people often buy useless things?
- c what we know nothing about.
- d is of no importance to me.
- e was completely unreasonable.
- f what you are talking about.

Complete these sentences in your own words using a noun clause.

- 1 I didn't believe what she said.
- 2 What she said upset me a lot.
- 3 I don't know what she said.
- 4 What she said is news to me!
- 5 What she said can't possibly be correct.
- 6 Do you think what she said?

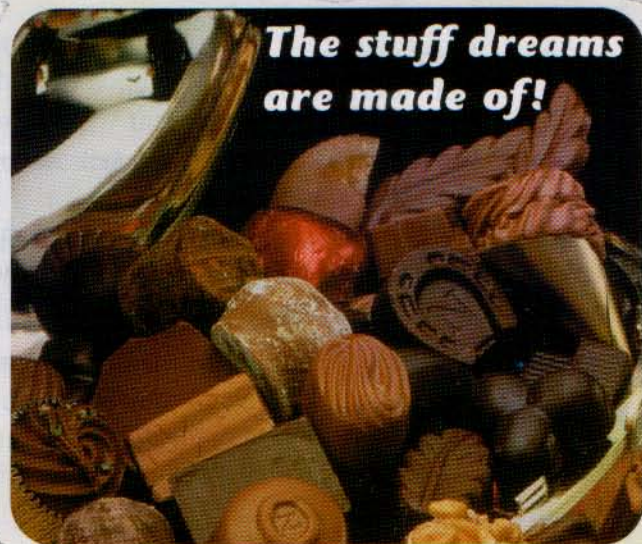
Let's activate!

7 Advertising slogans

A Here are some advertising slogans which appear on billboards, on TV and in magazines and newspapers. They all include defining relative clauses. In small groups, talk about what the slogans are advertising, and how successful they might be in attracting attention.

It's the tobacco that counts!

The car that thinks it's a plane!



The trainers athletes prefer!

The drink everyone's talking about!

The band you've all been waiting for!

B You are going to write some slogans for your favourite products. Choose three products you particularly like and write slogans for them like those in A.

Vocabulary

1 Verbs with different meanings

Complete the pairs of sentences with one of these verbs in the correct form, then match each verb with its meaning in a-h below.

• maintain • strike • avoid • prove

- 1 a In 1926 John Logie Baird _____ that you could transmit pictures by radio.
- b Watching television has _____ to be one of our most popular pastimes.
- 2 a If you want to _____ bad headaches, watch less TV!
- b Brad didn't go to the cinema. He wanted to _____ Phoebe.
- 3 a The army gathered behind the hill, ready to _____.
- b Although the climber _____ by a falling rock, he wasn't badly injured.
- 4 a The psychologist _____ that too much television was bad for your health.
- b It's often difficult to _____ colour photographs. After a while the original colours change.

- a keep in good condition
- b say something is true
- c prevent
- d keep away from
- e show something is true
- f hit something
- g turn out to be
- h attack suddenly

2 Prepositions

Complete these sentences with the correct preposition.

• with • as • of • on • in • to

- 1 There's no point _____ watching TV just for the sake of it. Why don't you read a book instead?
- 2 My brother is really obsessed _____ playing computer games.
- 3 Tanya stared out _____ the café window. It was 9 o'clock and Peter still hadn't turned up.
- 4 The amount of violence on TV could have a negative effect _____ children.
- 5 Game shows really don't appeal _____ me. They're often boring and predictable.
- 6 I wouldn't regard myself _____ a TV addict, I only watch television for two hours a day.

3 TV programmes

Look at the different things that are broadcast on British television. Match the programme descriptions to the type of programme below.

- | | |
|-------------------------------|----------------------|
| 7 a music programme | 2 e quiz show |
| 1 b current affairs programme | 5 f news broadcast |
| 6 c chat show | 8 g sports programme |
| 4 d soap opera | 3 h documentary |

- 1 **Question Time:** A studio audience puts their questions to leading politicians.
- 2 **Come Fly With Me:** Five couples fight it out for a dream holiday in Tokyo.
- 3 **Walking With Dinosaurs:** A fascinating insight into life on Earth in prehistoric times.
- 4 **EastEnders:** Dot is surprised when Nick returns to Albert Square, and Ian's ambitious investment plans end in disappointment.
- 5 **Weekend 24:** The latest news and weather. Plus a preview of the weekend's sport.
- 6 **Parkinson:** Michael Parkinson greets and meets British Olympic champions.
- 7 **Top of the Pops:** The biggest hits from this week's Top 20, with live performances.
- 8 **Grandstand Final Score:** Check the final scores coming in from around the grounds.

Grammar

4 Defining and non-defining relative clauses

- A Underline the relative clauses in sentences 1-6. Which clauses are defining and which non-defining?

- 1 That's the DVD player that I want to buy. D
- 2 Friends, which is on every Thursday, is a popular American show. D N
- 3 My mother, who is a TV producer, works very long hours. N
- 4 The photo, which was taken by Man Ray, was sold for thousands of pounds. N
- 5 Isn't that the video shop where you used to work? D
- 6 My brother, who is an actor, lives in London. N

- B Choose the correct relative pronouns in the sentences.

- 1 Here's the book that / who / whose I told you about.
- 2 That's the man who / which / whose was arrested.
- 3 The fans, that / who / which had been waiting for hours, finally met the TV star.
- 4 The film, which / that / who had amazing special effects, was a box-office success. which
- 5 Police are looking for a man which / who / whose briefcase was found at a railway station.
- 6 Did you see the new sitcom which / who / whose was on TV last night?

Complete the sentences with a relative pronoun.

- There's the girl whom I was telling you about.
- The book, which I've almost finished, is by Stephen King.
- Are they the people whom we met last weekend?
- My motorbike, which is very old, broke down on the motorway.
- Have you seen the leather jacket which Anne has bought?
- Everybody enjoyed the film, which starred Cameron Diaz.

Which pronouns could we leave out?

Noun clauses

Combine these sentences to make noun clauses.

Example

She wanted to buy something. It was too expensive.

What she wanted to buy was too expensive.

- You are going out somewhere. I know where it is.
I know _____
- Jade told me something. I don't believe it.
I don't _____
- It's a good idea. The thing you are suggesting.
What _____
- People are often bored by something. It's what they watch on TV.
People _____
- People love playing computer games. I understand why.
I understand _____
- You're angry about something. I don't know what it is.
I don't know _____
- I've heard some news. Our neighbours are moving house.
I've _____

The right word

A Choose the correct option, a or b, for each gap.

My dad invented TV

– but it's so bad I can hardly bear to watch it

Hidden in a corner of the living room sits an ageing portable TV, 1 a old-fashioned aerial fixed haphazardly on top. The TV, 2 a was bought from a charity for £10, looks as if it's a relic 3 a another era.

You wouldn't think it, but 4 a is the home of TV inventor John Logie Baird's daughter. And 67-year-old Diana Richardson won't be replacing her old set. TV just doesn't appeal 5 a her. She claims there's no point 6 a buying a new one because there's nothing worth watching.

'To be honest,' she says, 'I just don't watch television any more. Why watch TV 7 a there is nothing you want to look 8 a ?'

Divorce, violence, swearing – these are some of the things 9 a Diana finds unacceptable, and she thinks there is far 10 a much of it on TV.

'11 a people really want to watch violent films and game shows in 12 a home, then they are welcome,' she says. 'But what's wrong 13 a a little bit of quality there as well?'

It's not that she wants to ban anyone 14 a watching what she doesn't like – she just can't understand 15 a people want to watch it in the first place. She's proud 16 a her father's invention, but disapproves of 17 a it is used.

So hasn't she seen anything decent 18 a TV lately? Diana replies: 'The Forsyte Saga – 19 a was superb.' But that series was broadcast more than 30 years 20 a.

Daily Mirror

- | | | | |
|-------------|---------|----------------|---------|
| ✓ 1 a it's | b its | ✗ 11 a whether | b if |
| ✓ 2 a which | b that | ✓ 12 a their | b there |
| ✓ 3 a in | b from | ✗ 13 a with | b about |
| ✓ 4 a this | b that | ✗ 14 a from | b for |
| ✓ 5 a for | b to | ✓ 15 a why | b how |
| ✓ 6 a in | b on | ✓ 16 a of | b for |
| ✓ 7 a when | b where | ✓ 17 a why | b how |
| ✓ 8 a for | b at | ✓ 18 a in | b on |
| ✓ 9 a who | b that | ✓ 19 a this | b that |
| ✓ 10 a to | b too | ✓ 20 a ago | b later |

B Do you agree or disagree with Diana's opinions about television? Why (not)? Discuss this question with a partner.

Listening and speaking

The power of the press

A What do these pictures show?

B In small groups, use these ideas to find out about your partners' reading habits.

- how often / read magazines or newspapers
- name of magazines or newspapers
- type of articles
- favourite section
- most boring section

Listening skills

1 Describing pictures

- 1 The *Guardian* newspaper holds a competition every year to find the most promising student journalists. What do you think this picture shows?
- 2 Why do you think *The Guardian* newspaper holds a competition like this?
- 3 Where do you think these young journalists find stories to put in their student newspapers?



B Listen to the five speakers and choose the **two statements** each speaker makes from options a–j in A. Write the appropriate letter in each box 1–10.

Exam training

Multiple matching As you listen, try to read quickly through every item for each different speaker. Once you have chosen an answer and are fairly certain it is correct, cross that option out.

2 Multiple matching 10

A You are going to hear five student journalists talking about the future of the news media. Before you listen, read statements a–j carefully.

- a Many news sites on the Net are much less detailed than papers and magazines.
- b In the next decade, the Net will increase in importance.
- c Information is sometimes very difficult to find on the Internet.
- d The Net will add to, not be a substitute for, the news in magazines and papers.
- e Traditional newspapers and magazines will become more important.
- f People read their daily news at breakfast or on the way to work.
- g Traditional newspapers and magazines will not disappear in the next decade.
- h People don't trust many Internet sites.
- i When the Internet starts broadcasting television programmes, the nature of the Web will change fundamentally.
- j Reading the news on a computer screen is less enjoyable than in a newspaper.

First statement Second statement

- | | | |
|----------------------------------|---|--|
| Speaker 1 Jessica Leeman (20) | 1 <input checked="" type="checkbox"/> c | 2 <input checked="" type="checkbox"/> f |
| Speaker 2 John Woodcock (21) | 3 <input checked="" type="checkbox"/> a | 4 <input checked="" type="checkbox"/> g |
| Speaker 3 Chris Campbell (26) | 5 <input checked="" type="checkbox"/> d | 6 <input checked="" type="checkbox"/> h |
| Speaker 4 Richard Colebourn (20) | 7 <input checked="" type="checkbox"/> b | 8 <input checked="" type="checkbox"/> i |
| Speaker 5 Jonti Small (20) | 9 <input checked="" type="checkbox"/> e | 10 <input checked="" type="checkbox"/> j |

C Now listen for the second time and check your answers.

3 Sentence stress and meaning 11

- A Listen again to what one of the young journalists said and write down the sentence.
- B Now listen to the sentence read out in five different ways. Match the five versions with their meanings a–e.
- a but I do have the occasional look _____
 - b but I do spend a long time looking through the papers _____
 - c but my colleagues do _____
 - d but I could _____
 - e but I do for other information _____

There are two other sentences about magazines. In pairs, read out the sentence in ways that support the meanings of statements a–e.

- 1 I think magazines will still be popular in 10 years' time.
 - a but newspapers won't
 - b but not necessarily after that
 - c but not necessarily important
 - d but my friends don't
 - e but I don't know
- 2 In the future, I think traditional magazines will become more relevant.
 - a not less
 - b not new-style magazines
 - c but my colleagues don't
 - d but not now
 - e but I'm not sure

Speaking skills

Picture-based discussion

In pairs, talk about what is happening in these pictures of current events and whether these events would make good news stories or not.

Think about

- what kind of events they are.
- how the people in the pictures might be feeling.
- how interested you think people would be in reading about these events.



5 Preparing a short presentation

In pairs, choose one of the pictures in 4 and imagine you are both presenting a TV news item on the event. Prepare a short presentation (about 2 minutes) in note form to read out to the class. Include the following information.

- when it happened, e.g. last night, early this morning
- what happened, e.g. a flood, the Oscars
- who is / was involved, e.g. hundreds of people, one person's name
- what is happening now, e.g. flying abroad, cleaning up the mess
- what will / might happen next, e.g. government action, re-housing, a new film
- a quote by one of the people involved in the event, e.g. 'It was a fantastic experience' / 'We had no warning'.

6 Giving your short presentation

In small groups, take it in turns to give your short presentation. The following advice will help you.

- Look directly at your audience. Maintaining eye contact will help you communicate your message and hold people's interest.
- Refer to your notes from time to time but do not simply read them out in a boring way.
- Take a deep breath and try to project your voice so that your audience can hear you clearly. Remember it is not necessary to shout at your audience.

7 Discussion

In the same groups, decide what you think is the best way to learn about what is happening in the world. Use *How can I...?* to help you.

How can I...?

Agree

That's absolutely right.

True.

That's exactly what I think.

I couldn't agree with you more!

Disagree

I'm not sure if that's strictly true.

You have a point there but ...

Actually, I'm not sure if I agree with that.

Think about:

- the difference between seeing moving pictures and photographs.
- the amount of information given in a radio or TV news item and in a magazine or newspaper article.
- the time busy people have to find out what's happening in the world.
- how quickly situations can change.

A student newspaper

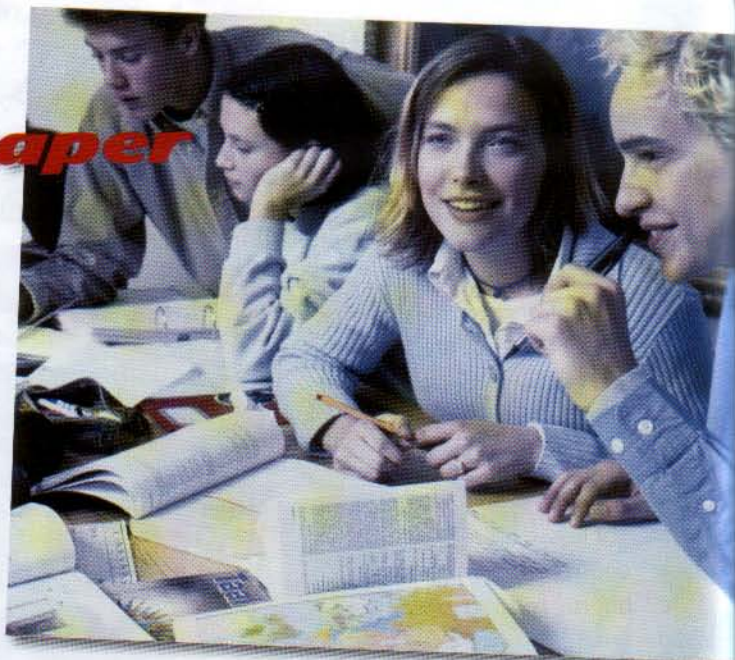
- 1 What kind of articles do you think a student newspaper might contain?
- 2 How difficult do you think it would be to publish a student newspaper?

Studying the sample

1 Understanding the task

Read the two short articles which appeared in a student newspaper. Ignore the gaps.

- 1 Which article is about:
 - a study trip abroad?
 - an educational visit?
- 2 Which article do you think has been written by:
 - a teacher?
 - a student?



①

Annual trip to the Science Museum



On February 8th, the whole of our year travelled by coach to the Science Museum. The Flight Gallery of the museum contains some impressive full-sized aircraft, the secrets of a flight box recorder and what was ¹ _____ the students' favourite exhibit – the amazing flight simulator experience. The 'Secret Life of the Home' Gallery also had some good interactive demonstrations of televisions and CD players. ² _____, it was a very enjoyable trip, ³ _____ spending three and a half hours stuck in London traffic jams. ⁴ _____, our coach did not have a computerised traffic system! On the way home, we all started to ask the teachers: 'Where are we going next year?'

2 Looking at content detail

Both articles contain facts and impressions. Read the articles again. What happened on the two trips? How do the writers feel about them?

Steps to better writing

3 The right words

A Choose the correct meaning of these words.

- 1 According to ...
 - in imitation of
 - as stated or reported by
- 2 Unfortunately, ...
 - unluckily
 - hopelessly
- 3 Nevertheless, ...
 - however
 - not at all
- 4 All in all, ...
 - at the end
 - taking everything into consideration

- 5 Without doubt ...
 - almost certainly
 - hesitantly
- 6 Apart from ...
 - except for
 - in a different direction

B These words and phrases are missing from the articles in 1. Can you put them in their correct place in 1–10?

- according to • this year • unfortunately
- on the way back • nevertheless • all in all
- in high spirits • without doubt • apart from
- the first day

C Imagine you are writing about a trip of your own. Write sentences beginning with the words 1–6 in A.

② MODEL UNITED NATIONS (MUN) CONFERENCE

In January every year, over 3000 students from all over the world gather in the Hague for the MUN conference. Schools are allocated a member country of the official United Nations, which it is their duty to represent. ⁵ _____, our school represented Samoa. We set off ⁶ _____ with thirteen members in our delegation. ⁷ _____ established the 9 to 5 routine for the rest of the week. 'A pity we have to work so hard', said most of the delegates. ⁸ _____, all our students made new friends and the evenings were entirely devoted to socialising. ⁹ _____ the comments I heard from my students ¹⁰ _____, a wonderful time was had by all!



Using different verbs to give information

- Use a dictionary to find out the meanings of any of these words you do not know.

contain • gather • allocate • represent • establish • devote • encourage
achieve • apply • select • maintain

Use the verbs in A in their correct form to complete sentences 1–9.

- 1 More than 3000 students _____ in the Hague for the conference last month.
- 2 The museum we visited _____ a wonderful collection of old aeroplanes.
- 3 The students were _____ by their teachers for the trip to the Hague.
- 4 Every student in the school year _____ to go on the trip.
- 5 Each school _____ the member of the United Nations it has been _____.
- 6 The UN was _____ after the Second World War in 1945 to _____ international peace and security.
- 7 Students are _____ to take part in discussions at the conference.
- 8 Each day was _____ to a different topic for discussion.
- 9 At the end of the conference, students felt that they had _____ a great deal.

Quoting direct speech

- Choose the correct information to complete the sentences.

- 1 We use a *comma* / *colon* to introduce direct speech when we are reporting a quotation.
- 2 We use a *comma* / *colon* to introduce direct speech before or after a reporting verb.

- Put either a comma or a colon and speech marks in the correct place in these sentences.

- 1 This was one of my grandfather's favourite sayings It's never too late to learn!
- 2 Every time I saw my grandfather, he asked me Have you got a boyfriend?
- 3 Time flies my grandfather used to say.

- Read part of another article. All the punctuation of the direct speech has been left out. Can you put it back in?

Writing an article

6 Planning

You are going to write a short article (about 150 words) for a student newspaper.

Exam training

Timing your writing In an exam you only have a limited time to write each task. Try timing yourself each time you practise writing a particular task to see how long the whole process takes.

Decide what your articles are going to be about. Choose from one of these:

- programmes organised at the school
- a trip students have been on
- an activity students have taken part in
- courses students take
- achievements of particular students of the school

7 Writing

Give as much information as possible in your article. You could include:

- what happened / is happening
- who it happened / is happening to
- what people said / say about it
- where / when / why it happened / happens
- what the consequences were / may be

8 Checking

As you write, check that you have:

- where appropriate, included quotes from the people mentioned in the article.
- used the correct punctuation.
- used words efficiently, e.g. have not included any unnecessary or boring information.
- included some amusing information or personal points of view.
- provided a heading.

A former Woodside Park student, Roger Morton, has written a book *Never Say Goodbye*, which is about to be turned into a major feature film. I had written a couple of chapters at school just for fun says Roger, 22, of Hillcourt Road, London. I came out of university and ended up with a job I didn't want — just to earn money Roger explained. After about six months, I'd saved enough money to go to Australia. While he was there, Roger started writing his first proper notes on scraps of paper. Roger said I just thought up unusual stories wrote a few chapters and left it at that. Now, Roger's book is about to make it to the cinema screen.

Vocabulary

1 Newspapers

A Match these words and phrases with their definitions.

- columnist • feature • editorial • tabloid • broadsheet • headline
- gossip column • foreign correspondent

- 1 A newspaper with small pages, short articles and lots of pictures and gossip.
- 2 A newspaper with large pages that deals with serious news stories.
- 3 The title of a newspaper article.
- 4 An article in a newspaper written by the head of the newspaper (the editor).
- 5 A special article in newspapers or magazines about a particular topic.
- 6 Part of a newspaper where you can read about famous people's private lives.
- 7 A journalist who reports on events in other countries.
- 8 A journalist who writes regular articles for a magazine or newspaper.

B Check your answers in a dictionary.

C Now complete these sentences with one of the words or phrases in A.

- 1 *The Sun* is a typical tabloid newspaper. Its gossip column is full of celebrity stories.
- 2 My sister is a columnist for *Vogue*. She writes for the magazine every month.
- 3 When I look at the headline I already know if I'm interested in the article or not.
- 4 I prefer to read sensational rather than broadsheet newspapers. They're more entertaining.
- 5 The editorial in this newspaper always supports the government.
- 6 Robert is a foreign correspondent for *The Times*. He travels all over the world to report on different events.
- 7 I buy the Sunday newspapers for their feature on fashion.

D Match the halves of these sentences.

- 1 Most newspapers cover the same current
 - 2 There was an interesting news
 - 3 *Rolling Stone* is the best magazine for in-depth
 - 4 The student newspaper had such a small
 - 5 I've just read a sensational
 - 6 I read a worrying feature
 - 7 The Sydney Olympics made headline
- a about genetic engineering the other day.
 - b coverage of pop music.
 - c events every day of the week.
 - d item in *The Times* today. It was all about extreme sports.
 - e circulation that the university closed it down.
 - f story about a UFO sighting in the tabloids.
 - g news whenever a British athlete won a medal.

2 Prepositions

Complete the text with the correct prepositions.

- in • into • for • on • to

Nowadays, more and more people are turning ¹ to regular Internet users. The Internet offers us a substitute ² for newspapers, novels, shops, entertainment and even a social life. In the future, people will rely ³ on the Internet more and more in their daily life. Search engines such as *Yahoo!* make it easier to look ⁴ for the things you are interested ⁵ in. You only have to key in a topic or title and the search engine will go straight ⁶ for it. Soon newspapers ⁷ in print, supermarkets on our high street and trips to the cinema could be a thing of the past – the future, it seems, is on line.

3 Words that go together

Choose the correct word to complete the sentences.

- 1 Julie found it difficult to track _____ the information she was looking for on the Internet.
a down b out c up
- 2 Pete wanted to _____ part in the Internet start-up. He hoped to make a lot of money.
a have b take c make
- 3 My sister is _____ into an Internet addict. She spends more than 3 hours a day surfing the Web.
a becoming b changing c turning
- 4 MP3 files have had a huge impact _____ record company CD sales.
a over b through c on
- 5 The newspaper was the first to _____ the story about the political scandal.
a break b make c open
- 6 The Internet has changed the _____ that we gain access to the news.
a fashion b way c approach

Speaking

4 Television

In pairs, discuss these statements. Which do you agree with? Why?

'Nowadays, there's too much violence on TV which encourages violent behaviour and crime.'

'The violence in TV shows is just fantasy. People aren't influenced by it.'

Think about:

- TV programmes or soap operas you have seen recently. Were there violent scenes?
- children's shows. Statistics show that they are more violent than adult shows. What effect might this have?
- why violence in TV shows is so popular.

Look at *How can I ...?* on page 37 to help you.

Writing

5 Identifying the topic

Read the article and match the topics to each paragraph.

- What we thought about the trip
- Other things we saw
- What we saw: the best exhibition
- Where we went on the trip

Annual trip to London

- On this year's class trip to London we visited the Museum of the Moving Image. According to the museum guide, MOMI has been collecting and maintaining television programmes and films for over 40 years. Today it has an 1 _____ (impress) archive of more than 275,000 feature films and 200,000 television programmes!
- The best exhibit was almost certainly the one about small-screen television. It showed popular archive programmes, ranging from serious documentaries to pop programmes and game shows. This gave us a 2 _____ (fascinate) insight into TV twenty or thirty years ago, as well as everyday life.
- Another popular exhibit showed us what went on behind the scenes of a news programme. It's 3 _____ (amaze) how much work goes into regular news broadcasts every day! We were also impressed by the soap opera exhibit, which demonstrated how storylines from our 4 _____ (favour) soaps are developed.
- After looking around the exhibitions, we planned to see a film at the MOMI film theatre, but unfortunately it was closed for 5 _____ (renovate). Nevertheless, it was a interesting trip. One student 6 _____ (accurate) summed up MOMI as one of the best museums I've been to'. All in all it was a very 7 _____ (enjoy) day.

6 Word formation

Complete gaps 1–7 in the article in 5 with the correct form of the words in brackets.

7 Linking words

Find words or phrases in the article in 5 which mean:

- without doubt
- as stated by something
- unluckily
- however
- taking everything into consideration

Factfile

A Quickly read the text and complete the table.

Average time per day spent in front of TV: _____
People who watch TV the most: _____
Percentage of people who own two sets: _____
Two things people do while they watch: _____
Other things people use TV for: _____

Half of us spend 14 years watching TV

A new survey shows that millions of Britons spend an astonishing 14 years watching television. Nearly six in 10 adults spend five hours a day, every day, in front of the box – or 14 years of their lives staring at the screen! The survey showed that women are more dependent on TV than men, and that more than a third of British families own two sets. It also found out about the activities people do while they watch. Eating is the most popular activity, followed by chatting on the phone and reading a book.

And it's not just soap operas that make us switch on. 61 per cent use television's Teletext for the latest football scores or the weather forecast. One industry expert commented: 'TV has always influenced people's attitudes and habits. And with the hundreds of new digital TV channels, we're going to spend even more time in front of it.'

B Discuss these questions with a partner.

- How do these facts compare with your own TV habits?
- How often do you watch TV and what type of things do you do while you watch?