

3

The media

3.1 THE INTERNET

IN THIS UNIT

GRAMMAR

- past continuous
- relative pronouns

VOCABULARY

- the media
- nouns (*photography/photographer*)
- TV programme genres

SCENARIO

- making suggestions
- designing a show

STUDY SKILLS

- collaboration: working with others

WRITING SKILLS

- a TV programme review



'Everybody gets so much information all day long that they lose their common sense.' Gertrude Stein, 1874–1946, US writer

VOCABULARY

THE MEDIA

1a Put these words into three groups: A (newspapers and magazines), B (television and radio) and C (computers and the internet). Some words can go in more than one group.

advert article blog celebrity channel
drama email front page headline
homepage journalist presenter programme
social networking site spam video

1b Use the words above to make collocations with these verbs.

- | | |
|---|-------------------|
| 1 to read <i>an article</i> ... | 5 to use/go on |
| 2 to watch <i>an advert (on TV)</i> , ... | 6 to like/respect |
| 3 to write | 7 to upload |
| 4 to listen to | |

1c Are these statements true for you? Discuss them with a partner.

- I don't read newspapers.
- I don't read articles about celebrities.
- I like watching adverts on TV.
- I think computer games are violent and expensive.
- I read a lot of blogs.
- I think journalists usually tell the truth.

1d Now use words from Exercise 1a to write two true statements about yourself. Then compare with a partner.

I don't like adverts on social networking sites.

READING

2a When (and how) do you think the internet began? Discuss with a partner, then read the text to check.

THE FIRST TIME

In 2009, about 1.7 billion people were using the internet. On January 1st 1994, there were 623 websites – in total. In the mid-1980s, email was beginning to change the world.

But when did the internet really begin? No one knows this for sure, mainly because no one agrees on what, exactly, the internet is. But perhaps it was 29 October 1969.

This was the day Professor Leonard Kleinrock received a large metal box in his office. At the time, Kleinrock was working at the University of California in Los Angeles (UCLA). The box was an IMP, or 'Interface Message Processor'. It looked like a fridge.

At 10.30 p.m., Kleinrock and his team connected a computer to the IMP, and the IMP made contact with a second IMP and computer, hundreds of miles away at Stanford Research Institute. They were planning to log in – from LA – to the machine in Stanford. A student, Charley Kline, was writing the word 'LOGIN' when the system crashed after just two letters. Stanford only received the letters 'L' and 'O', so the first internet message was 'LO'.



2b Answer these questions.

- 1 When and where did Prof. Kleinrock receive the box?
- 2 What could it do?
- 3 What happened soon after Charley Kline started to write the word 'LOGIN'?

2c What do these words refer to?

- 1 it (line 6)
- 2 this (line 7)
- 3 it (line 10)
- 4 they (line 14)

2d Work with a partner. Take turns to retell the story without looking at your book.**LISTENING**

3a 3.1 Listen to three people talking about the early days of the internet. Which of these topics – an internet café, a social networking site, a radio station, an ISP (Internet Service Provider), a computer game or a blog – do they talk about?

3b Which speaker(s):

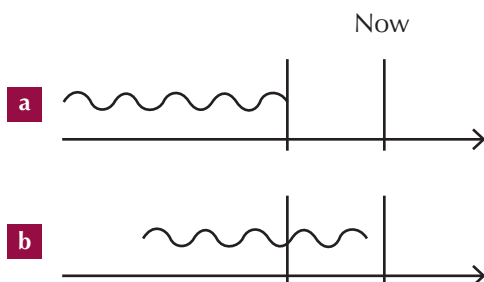
- 1 started his/her own business?
- 2 didn't talk to customers face to face?
- 3 enjoyed what he/she did?
- 4 mentions the different names things had in the '90s?
- 5 tells us about his/her conversations in those times?
- 6 mentions an important visit?

3c Analysing the topic How do you think people felt at the time about these new developments in the internet? Which of the developments do you think was the most important for the future of the internet?

GRAMMAR**PAST CONTINUOUS**

4a Use the past continuous to talk about a longer background action in the past, when a shorter action interrupts it or happens during it. Use the past simple for the shorter action. Match the time lines below with these sentences.

- 1 He was writing the word 'LOGIN' when the system crashed.
- 2 He received a large metal box in his office while he was working at UCLA.



4b Find two more examples in Audio script 3.1 on page 150. How do we make sentences in the past continuous (affirmative, negative and questions)?

GRAMMAR TIP

Use the past continuous on its own to talk about actions in progress in the past. You often use a time expression when you do this.

In 1992, I was working for an ISP.

What were you doing at 11 o'clock last night?

→ Language reference and extra practice, pages 106–107

5 Complete these sentences, using a past continuous or past simple form of the verb.

- 1 I _____ (send) an email to my sister when my computer _____ (crash).
- 2 Sir Tim Berners-Lee _____ (invent) the world wide web while he _____ (work) in Geneva, Switzerland.
- 3 In 2004, Mark Zuckerberg _____ (study) at Harvard University when he and three other students _____ (create) Facebook.
- 4 I _____ (finish) my homework, _____ (turn off) the computer and _____ (go) to bed.
- 5 'Where _____ (work) when they _____ (make) that discovery?'
'I don't know exactly. They _____ (not work) in Europe – I'm sure of that.'
- 6 'What _____ (do) at ten o'clock last night?'
'I _____ (write) my blog.'

PRONUNCIATION

6a 3.2 *was/were* Listen to *was* and *were* in these sentences. How do you pronounce them?

- 1 I was living in a large house.
- 2 They stopped what they were doing.
- 3 'Was he working at UCLA?' 'Yes, he was.'
- 4 'Were you using the new computers?' 'Yes, we were.'
- 5 What were you doing at four o'clock yesterday afternoon?

6b Listen again and repeat the sentences above.

7 Choose a time (e.g. ten o'clock last night) and ask your classmates what they were doing at that time. Make a note of their answers. Then report to the class.

At ten o'clock last night, Kristina and Marina were doing their homework. Roman was doing online research.

SPEAKING

8 Interview your partner about how he/she uses the internet. Ask about these things and make notes of the answers. Do you use the internet in a similar way?

- when he/she first used the internet
- how long he/she spends on the internet every day – and at what times
- what he/she does on the internet – favourite websites / own blogs or website
- how he/she used the internet two years ago – is it the same as now?

READING AND SPEAKING

1 Discuss these questions in small groups.

- How often do you watch the news on television? Which channels do you watch?
- What are the big news stories at the moment?

2a What do you know about these news companies?

BBC World Al Jazeera International
OneWorldTV CNN NowPublic

2b Read the article below from a British in-flight magazine and find out more about the news companies. Choose the best title (1–4) for the text.

- The end of TV news
- Choose the news
- World news, global lies
- Local news, real life

3a Complete these sentences with the names of the news companies in the text.

- _____ and _____ are traditional, Western news broadcasters.
- _____ is not a television company.
- _____, _____ and _____ report some different stories from the western TV broadcasters.
- _____, _____, _____ and _____ employ well-trained, professional reporters.
- _____ does not usually pay its reporters.
- _____ has a special interest in poor countries and their problems.

3b What do these words in the text refer to?

- these (line 2)
- both companies (line 8)
- this company (line 14)
- it (line 16)
- them (line 20)
- this (line 21)

After a long flight, you finally arrive at the place where you can relax – your hotel room. You throw your bag on the bed, turn on the TV and watch an international news programme on a satellite channel that probably comes from the UK or the USA.

The main international broadcasters are BBC World and CNN. With an audience of over 1.5 billion people, **these** are popular channels that offer good-quality news programmes. In both companies, the journalists are experienced writers that produce journalism of a high standard.

- 5 However, there are alternative news channels which people watch because they want a less traditional or non-Western view on world events. Al Jazeera International, an Arabic company, and Russia Today are international channels that broadcast in English. **Both companies** say they give a fresh view on the big stories, and their experienced journalists often report from places where Western journalists do not

- 10 work, and so they give us stories that we don't normally see.

The internet offers more variety. OneWorldTV is an internet site where you can find stories about the developing world and human rights, rather than the usual stories about US politics and business.

- 15 The writers for **this company** are often local people who write the stories for free. This non-professional journalism is increasing, and **it** certainly offers more choice.

This increase in citizen journalism means that you too can write the news. Main news broadcasters often use photographs and eye-witness stories that members of the general public send to **them**, especially when there is a dramatic breaking news story. Besides **this**, some blogs are popular sources of news, and the website NowPublic lets you write the stories with information that you get from anywhere, including from sites like Youtube, Flickr and Twitter.

- 20 So, next time you are in a hotel room, before you simply watch CNN, perhaps you should change channel, or turn on your laptop or even write the news yourself.



4 Personal reflection Discuss these questions with a partner. Give examples and explain your opinions.

- 1 Do you ever watch any of the international news channels or get your news from the internet? Do you follow the news in any other ways?
- 2 Which news channels or sites do you trust?
- 3 What are the advantages and disadvantages of non-professional journalism?
- 4 Do you have any experience as a citizen journalist?
- 5 Do you ever get your news from social networking sites?
- 6 What are the advantages and disadvantages of newspapers, TV and internet news?

VOCABULARY

NOUNS

5a Choose the correct word to complete each of these definitions.

- 1 A *journalist / journalism* is someone who writes reports for newspapers, news websites, television, magazines, television or radio.
- 2 *Journalist / Journalism* is the job of writing reports for television, news websites, magazines, newspapers or radio, or the subject that people study.

5b Put these nouns into two groups: A for the person and B for the job or subject.

art artist blogger blogging journalism
journalist photographer photography politician
politics psychologist psychology reporter
reporting scientist science

A: *photographer*

B: *photography*

5c 3.3 Mark the word stress on the words above. Then listen and check your answers.

GRAMMAR

RELATIVE PRONOUNS

6a A sentence can sometimes contain two pieces of information. This example tells us the journalists are experienced writers and the journalists produce journalism of a high standard.

The journalists are experienced writers that produce journalism of a high standard.

Identify the two pieces of information in each of these sentences.

- 1 BBC World and CNN are popular channels that make good-quality news programmes.
- 2 OneWorld is an internet site which has stories about the developing world and human rights.
- 3 The writers for this company are often local people who write the stories for free.
- 4 Their experienced journalists often report from places where Western journalists do not work.

6b Look at the sentences in Exercise 6a and complete these grammar notes.

- 1 You use _____ and _____ to link information about people.
- 2 You use _____ and _____ to link information about things.
- 3 You use _____ to link information about places.

6c How many more examples of this language can you find in the text?

→ Language reference and extra practice, pages 106–107

7 Join these pairs of sentences.

- 1 Politicians are very important people.
Politicians make the laws in a country.
- 2 The United Nations is a global organisation.
The United Nations tries to solve world problems.
- 3 Nelson Mandela was a great leader.
He made his country a fairer place.
- 4 I visited a hotel.
Chairman Mao stayed in the hotel in 1965.

8 You often use relative pronouns to make definitions. Match 1–3 with a–c and join them using *who/that* or *which/that*.

- 1 A journalist is someone ...
- 2 OneWorld is a company ...
- 3 *Global* is an adjective ...
- a means 'international' or 'all over the world'.
- b writes stories for television and newspapers.
- c provides news about the developing world.

9 Work with a partner to complete a crossword.

Student A: Turn to page 139.

Student B: Turn to page 144.

SPEAKING

10a Prepare to tell your partner about a recent story from the news. Think about the people, places and events in the story. Make notes to help you remember the story and to organise your storytelling.

10b Tell your partner the news story. Try to use *who*, *which*, *that* and *where* to build your sentences. Take notes when you listen to your partner's story.



SITUATION

1 Do you watch these kinds of programme on TV? Describe some of your favourite ones.

game and quiz shows current affairs programmes
 cookery programmes talent shows chat shows
 wildlife documentaries lifestyle shows

2 **3.4** Listen to the introduction to a TV show, *Fame and Fortune*. Which of these things does the show include?

- Live music performance
- An interview with a politician
- Celebrity gossip
- Information about important businesses
- Consumer information

3 **3.5** Listen to the programme development team brainstorm ideas for *Fame and Fortune*. What ideas do they decide to include in the programme? What ideas do they decide not to include?

KEY LANGUAGE

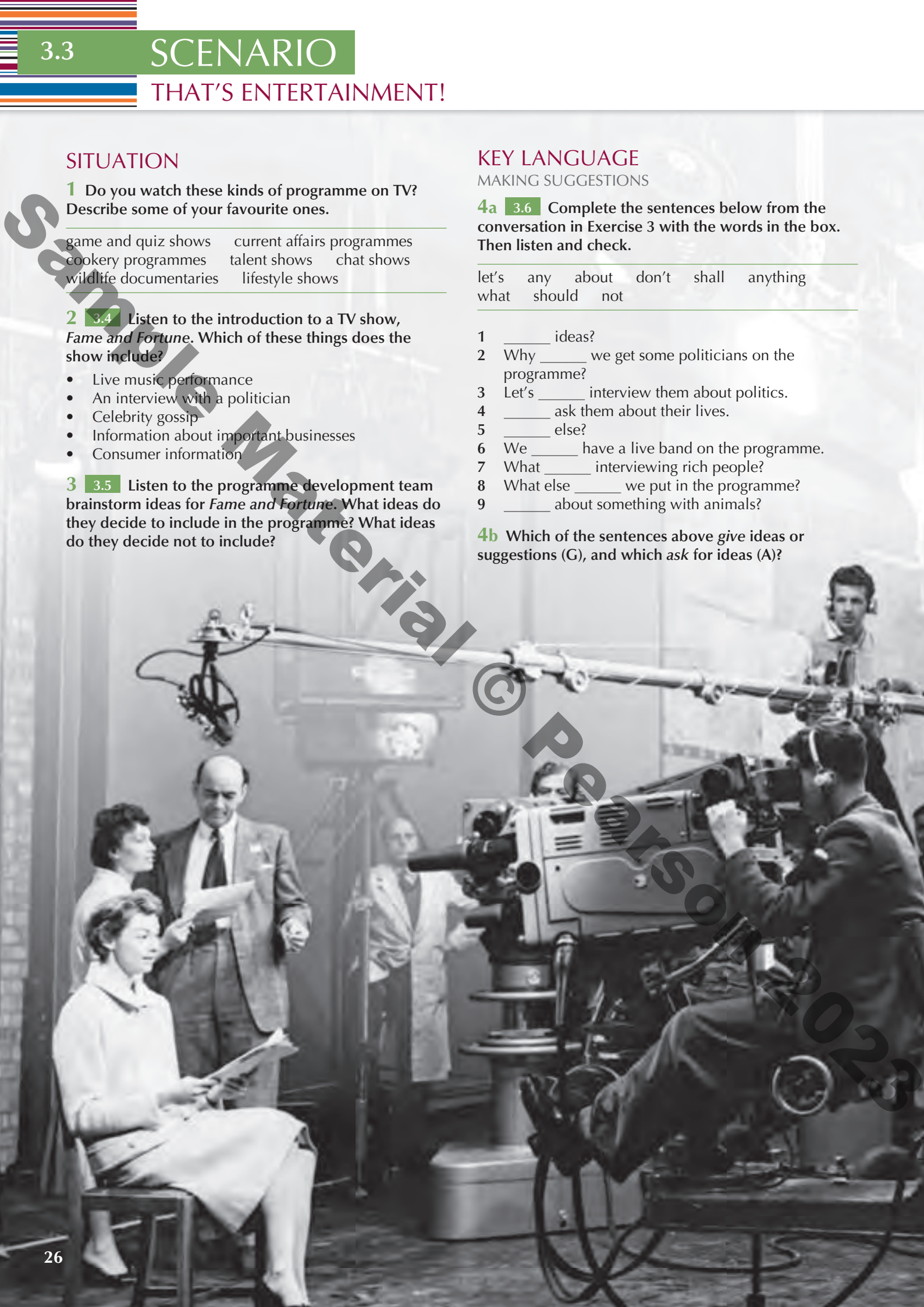
MAKING SUGGESTIONS

4a **3.6** Complete the sentences below from the conversation in Exercise 3 with the words in the box. Then listen and check.

let's any about don't shall anything
 what should not

- 1 _____ ideas?
- 2 Why _____ we get some politicians on the programme?
- 3 Let's _____ interview them about politics.
- 4 _____ ask them about their lives.
- 5 _____ else?
- 6 We _____ have a live band on the programme.
- 7 What _____ interviewing rich people?
- 8 What else _____ we put in the programme?
- 9 _____ about something with animals?

4b Which of the sentences above *give* ideas or suggestions (G), and which *ask* for ideas (A)?



THAT'S ENTERTAINMENT!

4c Look at Audio script 3.5 on page 151 and find more examples of this language. Notice the different sentence patterns after each key phrase. Then match the patterns in the box with the key phrases below.

subject + verb verb (infinitive without *to*)
verb + *-ing* noun phrase

- 1 Why don't + _____?
- 2 Let's not + _____
- 3 Let's + _____
- 4 We should + _____
- 5 What else shall + _____?
- 6 What about + _____?
- 7 What about + _____?

PRONUNCIATION

5a **3.7** **Intonation in short questions** Listen to the two ways of saying *Any ideas?* Which one, a) or b), sounds most like a question?

5b **3.8** Listen and repeat these short questions.

- 1 Anything else?
- 2 Any more ideas?
- 3 Any comments?
- 4 Any questions?

TASK

DESIGNING A SHOW

6a Work in a small group. You work in the programme development department of a TV channel. You are going to design a new weekly magazine show. The programme will be one hour long. Look at these groups and select your target audience for the show.

retired and elderly people working adults
young teenagers university students
foreign students and visitors families

6b Individually, prepare for the planning meeting and get some ideas for your show. Look back at the language in Exercise 4a and prepare how you will give your suggestions.

USEFUL PHRASES

Fine, but ...	That's true.
I agree, but ...	Perhaps that's not a good idea.
Exactly.	Great idea.
Really?	No, I don't think we should do that.

6c Regroup with your partners from Exercise 6a and have the planning meeting. Share your ideas and design the new show. Include a name for your show.

6d Tell other groups about your show. Make sure you explain your choices for the content of the show. Did the groups have similar or different ideas?



STUDY SKILLS

COLLABORATION: WORKING WITH OTHERS

1a Think about some of your experiences of working with other people outside the classroom. What did you like about working with others? Did you have any problems? How did you solve them?

I liked exchanging ideas with other people.

It was sometimes quite difficult for everyone to agree.

1b Think about some of the tasks in this book that you did with other students (for example, the scenario tasks in Units 1–3). Make a list of things you like about working in class with others, and things you don't like. Compare your ideas in small groups.

1c What should you do if you want to work well with others? Add two or three points to this list.

Listen carefully to others

Ask others for their opinions.

2 Body language is important when you work successfully with others. What do you understand by the term *body language*? Discuss with a partner.

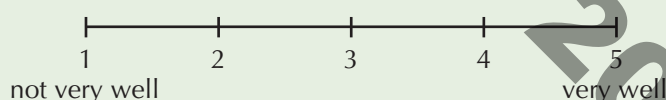
3a **3** Watch the video without the sound. Look carefully at the speakers' body language. Do you think they are working well together? Why?/Why not?

3b Now watch the same video with the sound. What kind of things do the members of the group do when they want to speak?

4 Look at this list of things you do when you are working well in a group. Watch the video again and find examples of these things.

- 1 Checking that you understand something
- 2 Asking someone to explain something you don't understand
- 3 Agreeing with someone
- 4 Disagreeing (politely!) with someone
- 5 Showing interest in what someone says
- 6 Making suggestions
- 7 Asking others for their ideas
- 8 Asking others what they think about a topic
- 9 Remaining positive when the discussion is difficult

5 Evaluating How well do you think this group works together? Circle a number below, then summarise your answer in three or four sentences.



I think they are ...

6a Sometimes you are asked to work with a partner or groups in your class. How can this help you to improve your English? Discuss in a group. Then turn to page 133 to check your answers.

6b What can you do to work better with others in future?

WRITING SKILLS

A TV PROGRAMME REVIEW

7 Discuss these questions in small groups.

- 1 What kind of TV programmes do you know?
news, drama, ...
- 2 Where can you find reviews of TV programmes?
- 3 Do you read reviews of TV programmes?
Why?/Why not?

8 We usually find these things in a review of a TV drama or film. What do you think is the best order for these things in a review? Discuss with a partner.

- 1 a summary of the story
- 2 details of the main character(s)
- 3 a description of the place(s) where (and the time when) the action happens
- 4 a strong ending where the writer recommends (or does not recommend) the programme/series/film
- 5 comments on the actors' performances (and/or other opinions)
- 6 an interesting beginning

9a The review on the right is about a political drama. Before you read it, check that you know the meaning of these words.

government leader political party
general election prime minister

9b Read the review on the right. Is it positive or negative? Would you like to watch this series?

9c Read the text again and answer these questions.

- 1 Do you think Nyborg is a pleasant character? Why?/Why not?
- 2 In what way are Nyborg and Fønsmark similar?
- 3 Why do you think BBC4 is showing this series again?

10a Compare your answer to Exercise 8 with the review. Are there any differences?

10b What information do you find in each paragraph of the text?

10c A common mistake when writing a review is to write a lot about the story, but very little about your opinions of the programme. How many sentences in the review in Exercise 9b tell us the story of *Borgen*?

11 Summarising Look at the texts on the right about two TV programmes. Make them shorter by taking out two sentences from text 1 and three sentences from text 2. Keep the sentences with important information about each story.

12 Write a review for a website of a TV programme or series you saw recently. Alternatively, write a review of a film, play or book (novel).



g Enjoy 47 NETbase+ 109 Invite 16

Borgen BBC4

Did you miss *Borgen* first time? Well, now there's another chance to see this first-class political drama from Denmark. *Borgen* means 'castle' in Danish, and refers to the building in Copenhagen which is the home of the government.

Borgen tells the story of Birgitte Nyborg, a 40-year-old politician who is the leader of the minor Moderate Party. After a general election, Nyborg shocks everyone – even herself – when she becomes Denmark's first female Prime Minister. But she must work successfully with others to stay in power.

Nyborg is an honest woman with a good sense of humour. She enjoys a warm family life, and the excellent scenes with her husband and two children are at the heart of the drama.

There are other strong female characters – for example, Katrine Fønsmark, the young TV journalist who interviews Nyborg.

Borgen is a modern and intelligent drama with great performances by the main actors, especially Sidse Babett Knudsen as Nyborg. See it – or see it again!

1

In the American comedy *A Fresh Start*, Cristina and DeeDee become good friends at work. Both of them are about 23 years old. They don't like their jobs – or their boss! Together, they decide to set up their own company.

2

There's a great new soap opera on Channel 6. *Then and Now* follows the lives of two families in the small town of Boxville. The town is famous for its many black cats. One of the families is quite poor, while the other is extremely rich. They live on opposite sides of the town. Before long, members of the two very different families meet – with surprising results!

GRAMMAR

G1 PAST CONTINUOUS

Use the past continuous to talk about actions in progress at a time in the past.

*He was **working** at the university in the 1960s.*

Form the past continuous with the past form of *be* + the *-ing* form of the main verb.

	Subject	be (+ not)	Verb + -ing
+	I/He/She/It	was	working.
	You/We/They	were	
-	I/He/She/It	wasn't (was not)	working.
	You/We/They	weren't (were not)	
	be	Subject	Verb + -ing
?	Was	I/he/she/it	working?
	Were	you/we/they	

*We **were travelling** to Mexico.*

*We **weren't travelling** to the United States.*

***Were** you **travelling** by car?*

*Yes, we **were**. / No, we **weren't**.*

TIME EXPRESSIONS

You often use time expressions with the past continuous, e.g. *then*, *in* + year (*in 2012*), *at* + time (*at 9.00*), *at that time*.

*We were living in New York **in 2012**.*

G2 PAST SIMPLE AND PAST CONTINUOUS

Use the past simple for a finished action or series of actions in the past.

*The doorbell **rang**, so I **put down** my book and **answered** the door.*

To talk about an action in progress when another shorter action happened, use the past continuous for the action in progress. Use the past simple for the short action. This action can interrupt or stop the longer action.

*I **was reading** my book when the doorbell **rang**.*

Notice the difference between these two sentences.

*He **was speaking** when the phone **rang**. (= He was speaking. Then the phone rang.)*

*He **spoke** when the phone **rang**. (= The phone rang. Then he spoke.)*

G3 RELATIVE PRONOUNS

Use *which* and *that* to refer to things or ideas.

*It's the programme **which/that** stars Katie Holmes.*

Use *who* and *that* to refer to people.

*She's the actress **who/that** married Tom Cruise.*

Use *where* to refer to places.

*YouTube is a website **where** you can upload video clips.*

Use relative pronouns to link pieces of information about a person or thing.

Marie Curie was a scientist. She discovered radium. =

*Marie Curie was the scientist **who** discovered radium.*

The information after the relative pronoun often defines the subject.

*A search engine is a programme **that** finds information.*

*A newsreader is a person **who** presents the news on the TV or radio.*

! Do not repeat the subject after a relative pronoun. The pronoun is the subject.

*Bill Gates is the man **who** started Microsoft. ✓*

*Bill Gates is the man **who he** started Microsoft. ✗*

KEY LANGUAGE

KL MAKING SUGGESTIONS

Let's / Let's not (interview them about politics).

We should (have a live band on the programme).

Why don't we (invite some politicians)?

What about (interviewing rich people)?

What about (something on animals)?

What else shall we (do)?

Any ideas?

Anything else?

VOCABULARY

V1 THE MEDIA

nouns: advert, article, blog, celebrity, channel, drama, email, front page, headline, homepage, journalist, presenter, programme, social networking site, spam, video

verbs: like/respect, listen to, read, upload, use / go on, watch, write

V2 NAMES FOR PEOPLE AND FIELDS

art, artist, blogging, blogger, journalism, journalist, photographer, photography, politician, politics, psychologist, psychology, reporting, reporter, science, scientist

V3 TV PROGRAMMES

chat show, cookery programme, current affairs programme, drama, game show, lifestyle show, magazine show, news show, quiz show, talent show, wildlife documentary

G1 1 Complete the questions in the past continuous. Then write true answers for you. Use full sentences if you can.

- 1 Were you *sending* (send) texts in the class?
Yes, I was. I was talking to my mum.
No, I wasn't. I was listening to the teacher.
- 2 _____ you _____ (sleep) at 11 o'clock last night?
- 3 What _____ you _____ (do) at eight o'clock yesterday evening?
- 4 _____ you _____ (study) English this time last year?
- 5 What else _____ you _____ (study) then?
- 6 Where _____ you _____ (live) ten years ago?

G2 2 Complete these sentences with the past simple or past continuous of the verbs.

- 1 A journalist from *Russia Today* _____ (stop) me for an interview while I _____ (shop).
- 2 I _____ (have) dinner last night when the phone _____ (ring).
- 3 When we _____ (walk) home from work, we _____ (stop) and _____ (do) some shopping.
- 4 Sarah _____ (run) in the marathon when she _____ (fall) and _____ (break) her arm.
- 5 I _____ (meet) my husband while I _____ (ski) in the Pyrenees.
- 6 He _____ (write) a book while he _____ (recover) from an accident.

G3 3 Match the two parts of the sentences. Then complete them with *who/that, which/that* or *where*.

- 1 A documentary is a programme *which/that* f
 - 2 A producer is a person _____
 - 3 A search engine is a computer program _____
 - 4 A sitcom is a comedy series _____
 - 5 A celebrity is a person _____
 - 6 A social networking site is a website _____
- a continues a story each week.
 - b allows you to share personal news.
 - c is famous for appearing on TV, e.g. a presenter.
 - d makes programmes.
 - e looks for information on the internet.
 - f tells you facts about the world.

4 Correct the mistakes in these sentences.

- 1 That's the woman which bought my car.
- 2 Richard Branson is the person who he started Virgin.
- 3 It's a word who means 'powerful'.
- 4 I bought a newspaper that it had the whole story.
- 5 It was on the programme what follows the news.

KL 5 Complete the suggestions below from the prompts.



stoke leisure centre

All facilities:

- * 25m swimming pool
- * gym with modern equipment
- * aerobics and dance
- * café
- * membership half price this month

- 1 Why don't we _____ (have / pizza)?
- 2 Let's _____ (try / vegetarian pizza).
- 3 We should _____ (go / Monday).
- 4 Why don't we _____ (go / leisure centre)?
- 5 What about _____ (go / swimming)?
- 6 We should _____ (join / this month).
- 7 Let's not _____ (do / aerobics).

V1 6 Choose the correct words.

- 1 My sister works for a TV *programme / station*.
- 2 I'm interested in international affairs, so I like newspapers with serious *adverts / articles*.
- 3 This magazine has a lot of information about *celebrities / producers*.
- 4 I like a good story, so I prefer to watch *documentaries / dramas*.
- 5 Her last job was as a *presenter / journalist* on a reality TV show.
- 6 The children love animals, so they watch lots of *nature / current affairs* programmes.

V2 7 Complete these definitions with words from V2.

- 1 A _____ is someone who does experiments to understand the world.
- 2 _____ is the study of the mind and behaviour.
- 3 A _____ is someone who works in parliament.
- 4 _____ is taking pictures with a camera.
- 5 An _____ is someone that paints pictures or makes sculptures.
- 6 _____ is finding out about the news and presenting it in newspapers or on TV.

LESSON 12.3 EXERCISE 6A (PAGE 99)

Questionnaire format

Section 1: How competitive are you?

- 1 If you _____, would you a) _____, b) _____, c) _____?
2 If you _____, would you a) _____, b) _____, c) _____?

Section 2: How risk-taking are you?

- 1 If you _____, would you a) _____, b) _____, c) _____?
2 If you _____, would you a) _____, b) _____, c) _____?

Section 3: How social are you?

- 1 If you _____, would you a) _____, b) _____, c) _____?
2 If you _____, would you a) _____, b) _____, c) _____?

Section 4: What are your sporting preferences?

Have you played any of these sports?
Did you enjoy them?

- | | | |
|---------|---------|----------|
| 1 _____ | 5 _____ | 9 _____ |
| 2 _____ | 6 _____ | 10 _____ |
| 3 _____ | 7 _____ | 11 _____ |
| 4 _____ | 8 _____ | 12 _____ |

LESSON 12.4 EXERCISE 12 (PAGE 101)

MANHATTAN LANGUAGE ACADEMY

- Learn English in the heart of the Big Apple – the city that never sleeps.
- General English classes, all levels, all nationalities.
- Small class sizes guaranteed.
- Amazing modern facilities – all you need to study.
- Special afternoon options include: Business English, film-making, team sports, American musicals.
- Full programme of social activities.
- Weekend trips available.
- Accommodation service available.

LESSON 9.3 EXERCISE 8A (PAGE 75)

STUDENT A

- You are selling a new digital camera, Model DC3, that costs \$100.
- You want to get some big orders for this new product – up to 2,000.
- You can offer discounts – up to 20%.
- Longer delivery times are better for your company – up to eight weeks.

LESSON 3.2 EXERCISE 9 (PAGE 25)

STUDENT A

USEFUL PHRASES

What's 1 Down? What's 1 Across?
This is someone who/that ...
This is something which/that ...
This is a place where ...



Analysis of questionnaire

High scores in section A

You are probably a **visual** learner. Visual learners like to see information. A lot of learning in schools, colleges and universities is visual learning because it involves reading.

TIPS Look again regularly at what you study. Use different colours to organise and highlight information. Write things down several times. Copy things you want to learn onto the computer, then read the print-outs.

High scores in section B

You are probably an **auditory** learner. Auditory learners like to hear information. They understand best when they are listening or discussing.

TIPS Get information from radio programmes or sound files on the internet. Record things you want to remember and listen to them later. Say things aloud. Sing things to music you know. Study with other students and talk about what you're learning.

High scores in section C

You are probably a **physical** learner. Physical learners remember best by moving around and touching things.

TIPS Put information on cards that you can move around or put on the walls of your home or room. When you study, walk around with your textbook or notes in your hand and read the information aloud. Spend time 'in the field' (e.g. visiting a museum or working in an office).

ALL STUDENTS

Have a look at the tips in the other sections – perhaps there is something there that can also help you.

YORK Language Centre

One of the ways we like to work is by asking you to do things in pairs or small groups. Some students think this is a waste of time. They don't want to listen to and talk to other students; they want to communicate with the teacher. However, here at the York Language Centre, we believe there are many advantages to working in pairs or small groups:

- It increases the amount of time each student can talk; you can't all have long conversations with the teacher, but it is possible to have quite long conversations with your partner, and that speaking practice is important.
- It helps students become more confident, especially if they're a little shy about speaking in front of the whole class.
- It encourages students to become more independent learners – they're not always waiting for the teacher to tell them what to do.
- It provides variety in the lesson – sometimes the teacher is talking, sometimes you work in pairs or groups, and sometimes you have a big class discussion – this makes the class more interesting.
- You can learn interesting things from other students, not only from the teacher!
- It gives the teacher the chance to see how everybody is working and communicating. The teacher can go round the class and listen carefully to students and make helpful comments.

There are probably many more reasons that are not on this list. So we hope that you understand why we work in pairs and small groups, and enjoy this way of learning, even if it is new for you.