

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- locate information in a paragraph
- match information to a paragraph
- answer short-answer questions
- match sentence endings
- understand how the passive is formed and used in English.



LEAD-IN

01 Are you a citizen journalist? Which of the following have you done? Tell your partner, giving details.

- liked or rated a news story online
- shared a news story on social media
- commented on a news story online
- sent a photograph/video to a news outlet or website
- written a blog

02 The following pairs of news-related words are either near synonyms or near antonyms (opposites). Write S or A.

- | | |
|-------------------------------|------------------------------|
| 1 journalist – reporter | 5 broadcast – publish |
| 2 research – investigate | 6 media outlet – news agency |
| 3 mainstream – alternative | 7 amateur – professional |
| 4 break a story – get a scoop | 8 eyewitness – source |

03 What are the differences in meaning between the near synonyms in exercise 2?

LOCATING INFORMATION IN A TEXT

04 Skim read the text on pages 140–141 and match the summaries (1–7) to the paragraphs (A–G).

- 1 Advantages of ‘We media’
- 2 The need for critical thinking
- 3 The changing definition of a journalist
- 4 The changing role of the audience and the media
- 5 A case study
- 6 What citizen journalists can contribute
- 7 Media response to participatory journalism



Most IELTS Reading tasks expect you to find specific information in the text. Skimming the text as a whole first, to understand its structure, will help you predict where in the text the relevant information is likely to be found. Once you think you have located the probable paragraph(s) where the information will be found, scan through it/them quickly to find the information, remembering to look for synonyms or paraphrases of the key words in the question.

THE FUTURE OF JOURNALISM?

- A** It used to be easy to define what a journalist was. They had a degree in English or journalism, usually owned a camera and were employed full time by a news outlet, TV or radio station or newspaper. Their days were spent conducting interviews, researching the next big story and writing articles. However, in recent years the line between these 'professional' journalists and the public has become blurred. There is a growing trend for amateur journalism that often bypasses the established media sources. The upshot is that virtually anyone can be a journalist. After all, if you are present when a story breaks, or you yourself are part of the news story, why wait for a 'real' journalist to interview you as an eyewitness? You can use the camera on your phone and tell the story yourself and post it on your own blog or on social media.
- B** It is not only on sites like Facebook and Twitter that amateur journalism is on the rise. There are now open publishing sites, such as the Independent Media Center or 'Indymedia', which aim to bring a 'grassroots dimension' into the news arena. Ohmynews, one of South Korea's most influential online sources for the latest in current affairs, has 2 million readers every day and a nationwide army of 26,000 'citizen' journalists. More and more often these citizen journalists and open sites are getting the scoop on major stories. The first mention of the problems facing the doomed space shuttle Columbia appeared on an online discussion forum 11 minutes before the Associated Press broke the news. What is more, there has been a fundamental change in how we interact with the news. Nowadays, with the growth in online versions of newspapers, the public can easily comment, point out errors, and share alternative viewpoints. These opportunities are particularly vital if you find yourself the subject of a news story – whether for positive or negative reasons. If the story involves you, you can provide vital context and supplementary information which can change readers' views on your story.
- C** When this trend for participatory media was in its infancy, there was plenty of mistrust of amateur 'journalists' who lacked the credentials of journalists working in established media outlets. If a story didn't come from well-known news organisations like CNN or *The Times*, it wasn't taken seriously. Now that perception is changing. Trust in alternative media sources is growing. In fact, mainstream media now regularly recruit members of their own staff from the ranks of amateur news bloggers. Simultaneously, there has been a general shift away from a 'broadcast model', in which the few broadcast to the many, towards a more inclusive model in which the audience can play an active role. The traditional 'filter then publish' news model has been replaced by 'publish then filter', with millions of keen amateurs involved at all stages of the process.
- D** So, how have the media establishment reacted to this change? Initially, it was seen as a challenge to their hegemony. They had always been the gatekeepers: those who decided what was news and how that news should be presented. Participatory journalism represents the democratisation of the media: and therefore a threat to this. Media futurists predict that by 2021, 50% of news will be produced by citizen journalists, so traditional media have had little choice but to embrace the trend or be left behind. Many already have, by adding features that invite participation, such as comments sections and links to social media.



- 
- E** There are many potential benefits to 'We media', as participatory journalism is sometimes called. It can help forge stronger relationships between the media and local communities, since people feel their views are represented, creating a sense of trust and shared responsibility. Members of the public who participate in creating the news gain memorable experiences and build their reputation in a given community. 'We media' can also give a voice to those who haven't had one due to educational, economic, social or cultural barriers. It is a liberating phenomenon with the potential to reduce inequality in society.
- F** Of course, like anything else, participatory journalism has its critics and in particular there are those who claim that news reporting on social media is used to manipulate people and even spread misinformation or 'fake news'. Whilst this is no doubt true in some cases, it is a sweeping generalisation. For example, during the 2011 London riots, it was widely reported on mainstream media that the rioters and looters used social media to spread news about what was happening and to incite others towards violence and protest. However, what is interesting is that the event has now been studied in detail and it has been revealed that this was not the case. In actual fact, citizen journalists played a positive role as the situation unfurled. They were the first to alert the authorities to early incidents of rioting taking place, and helped the police identify offenders by photographing them in the act and sharing the photos on social media. Without ordinary Londoners responding to news in this way, many of the perpetrators would most likely have escaped justice.
- G** The evidence so far is that participatory journalism is here to stay and set to develop in ways as yet unimagined. The implication for every user of media is that we need to be ever more open to the possibility of false information. The 'publish then filter' model necessitates all readers and viewers honing their critical faculties and verifying reports by independent means before accepting and sharing them. This will be a positive trend if it develops the thinking skills of the population as a whole. An educated citizenry who do not believe what they read without question is surely an asset to any society.

MATCHING INFORMATION

05 Scan each paragraph and find the following information.

Paragraph A: something a journalist traditionally possessed

Paragraph B: the name of a Korean news site

Paragraph C: two well-known media outlets

Paragraph D: the year in which half of the news may be produced by amateurs

Paragraph E: four types of obstacles to participation in society

Paragraph F: two types of criminals

Paragraph G: something audiences need to sharpen or improve



This task type asks you to match a piece of information to the paragraph that contains it. The information could be specific details, examples, descriptions, reasons and explanations, or a summary of the ideas. You may not need to use all of the paragraphs and some paragraphs might match more than one piece of information. The information in the paragraphs will be paraphrased differently in the corresponding question.

06 Which synonym or paraphrase for the underlined words helped you locate the information in exercise 5?

07 Look at the exam task. Without reading the text again, for each numbered piece of information, say where in the text you think it will be found. Write B for beginning, M for middle or E for end.

The text has seven paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter, A–G. NB You may use any letter more than once.

- 1 Why some journalists fear the new trends
- 2 Details of civil unrest in a major city
- 3 Why education is needed in the context of this change in the media
- 4 Subjects journalists traditionally study at university
- 5 How the story of a spaceship disaster broke
- 6 Why participatory journalism is good for disadvantaged groups

08 Check your answers by reading the text. Write the paragraph letter (A–G) next to the questions (1–6) in exercise 7.

SHORT-ANSWER QUESTIONS

09 Underline the question word and key words in these questions. Then decide what kind of word you are looking for. The first one has been done for you.

- 1 In the past, what role would a member of the public who saw a newsworthy event be expected to play?
role – probably a noun
- 2 What was the subject of the story given as an example of an amateur journalist scoop before it was reported by a major news agency?
- 3 From which group of people have the media establishment begun to hire staff?
- 4 What had mainstream media traditionally seen their role in news reporting as being?

10 Now answer the questions in exercise 9. Choose NO MORE THAN THREE words from the text for each answer.

11 Look at the second part of the task and the possible answers. For each, decide what the correct answer is and say why the other options are incorrect.

- 7 What has amateur journalism been accused of increasing the risk of?
A fake news
B critical thinking
C untrue stories
- 8 What did citizen journalists help police to do during the London riots?
A play a positive role
B identify offenders
C alert the authorities
- 9 According to the text what is the ‘new model’ of broadcasting?
A filter then publish
B publish then filter
C We media



This task requires you to answer some direct questions which begin with question words such as *What*, *Which* or *Where*. You will be told the maximum number of words to write. The questions have to be answered with words taken from the text and are in the same order as the information appears in the text. As with similar tasks, it is useful to underline the key words in the questions and predict what kind of information is missing.

12 Answer these short-answer questions. Choose **NO MORE THAN THREE WORDS** from the text for each answer.

- 1 Which well-known open publishing site is mentioned in the text?
- 2 According to the text, what process of change is the media currently undergoing that challenges the establishment's traditional role?
- 3 What positive effect on society as a whole might citizen journalism produce?

MATCHING SENTENCE ENDINGS

13 Read the sentence beginning and two possible endings. Read the relevant part of the text (the second half of paragraph B) carefully and choose which one is correct.

The citizen journalist scoop on the Columbia Space Shuttle story is an example of

- A how we are interacting more with traditional media.
- B how participatory media is growing.

14 Complete each sentence with the correct ending (A–E) below.

- 1 Amateur journalists may lack the credentials of professionals
 - 2 Newspaper editors were the gatekeepers of the news
 - 3 Anyone could find themselves the subject of a news story
- A which means most of them are afraid of participatory journalism.
 - B but now they can offer extra information to alter people's perceptions.
 - C but this is less of a disadvantage than it used to be.
 - D but formal qualifications are no longer required by media outlets.
 - E but now they need to accept that this situation is changing.



This task requires you to match sentence beginnings with a list of possible endings (there will be more sentence endings than you need). Because the beginnings and endings will often all match grammatically and make sense, you can't guess the answers from grammatical or semantic clues. Instead, locate the part of the text mentioned in each sentence beginning and then read it in detail to identify the ending that matches.

GRAMMAR FOCUS: THE PASSIVE

15 Look at the passive sentence from the text. Identify the parts.

The traditional 'filter then publish' model has been replaced by 'publish then filter'.

- 1 the subject of the sentence
- 2 the agent
- 3 the past participle of the main verb
- 4 the verb 'to be' in the present perfect tense
- 5 the preposition introducing the agent

16 Rewrite the sentence from exercise 15 in the following tenses:

Present simple: *The traditional 'filter then publish' model is replaced by 'publish then filter'.*

Present continuous:

Past perfect:

Future simple with *will*:

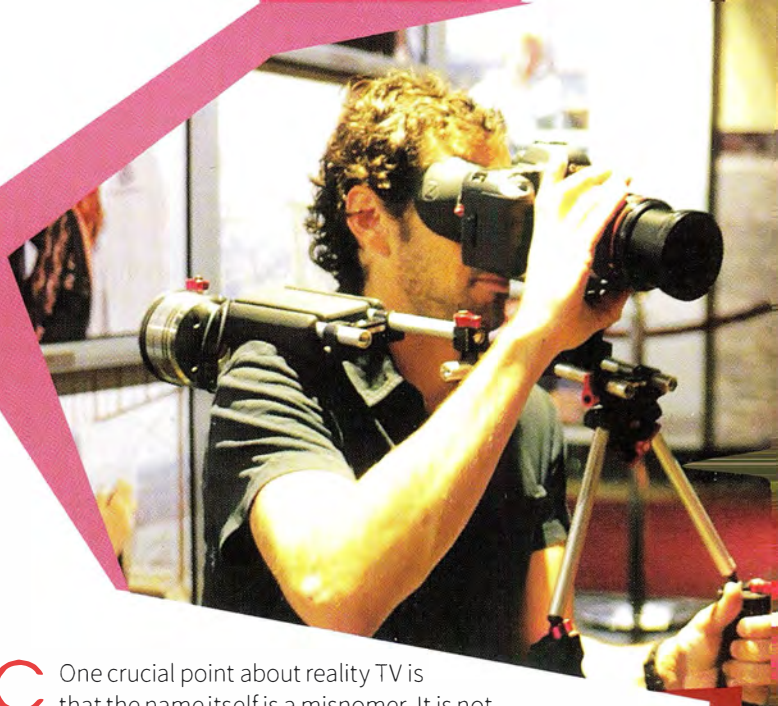
17 Read these statements about the passive and say if they are true or false.

- 1 Any sentence can be changed from active into passive and vice-versa.
- 2 The passive helps the writer control the order of information in a sentence.
- 3 The passive is rarely used in spoken English.
- 4 Saying who or what did the action (the agent) is optional.
- 5 Academic English uses the passive voice fairly frequently.

EXAM SKILLS

18 Read the passage and answer questions 1–14.

REALITY TV



A Reality TV accounts for 67% of TV programmes watched by Americans. A huge range of programme types come under the banner 'Reality TV', some of them more edifying than others. There are those which follow the pattern of one of the earliest reality shows, *Big Brother*, where a group of people have to co-exist in a house, their every move being filmed. Then there are the competitive shows where ordinary people compete in skills such as singing, cooking, diving, ice-skating or work-related skills like sales and entrepreneurship. Another sub-genre is the self- or home improvement/makeover type of show, such as *What Not to Wear*, *The Biggest Loser* or *Hoarders*. Some of the most popular reality TV shows are those of the social experiment sub-genre, such as *The World's Strictest Parents*, where misbehaving teens are sent to live in a less liberal family, usually in a distant country. Perhaps the most educational type which comes under the reality TV heading are the programmes that follow someone with an interesting or useful job doing their ordinary day-to-day work. This is the one type of reality TV show most parents encourage their children to watch, as they can learn about the work of police officers, paramedics, doctors, pilots and teachers.

B So how can we account for the immense popularity of reality TV? One reason it has found favour with viewers is that for most ordinary people it is their best hope of achieving at least a degree of fame or notoriety. A tiny minority might even become really famous and be rewarded with a TV show of their own. A survey of 239 people revealed that, contrary to common belief, most reality TV fans were not less sociable or less intelligent than others. It was thought that the main aim of watching such shows was to be able to discuss them with friends and co-workers. However, that has always been one of the reasons people watch any kind of TV programme. What is different about reality TV aficionados is that they desire a rise in status and strongly value prestige. Reality TV has produced 'stars' with little or no actual talent in conventional terms. Although they can't sing, dance or act, the force of their personality has shot them to stardom through an appearance on a TV show. From there, many have launched careers as 'TV personalities' and achieved the wealth and fame they craved. It is no wonder, then, that so many hope to follow their example.

C One crucial point about reality TV is that the name itself is a misnomer. It is not actually 'real'. While producers don't go as far as having scripts, they edit footage in such a way as to distort what really happened. Events are twisted to create an illusion of conflict or to shape a more interesting storyline. Participants are told to adapt their own personalities to suit the requirements of the show. For example, a lady with a pleasant and gentle personality was told to 'act mean' or be ejected from the show. Similarly, though viewers assume that either judges or the voting public have the power to eliminate contestants, in fact the producers retain the decision-making power. If a candidate in a singing competition has been voted off by the public, he or she may be kept on for amusement value, not for the quality of his or her singing. One producer admitted that a '24-hour bathroom makeover' actually had a crew working on it behind the scenes for at least two weeks.

D Apart from the illusions of reality, what other criticisms are made of reality TV? Author Mark Andrejevic wrote in the *New York Times* in 2012 that reality TV in post 9/11 society represents the 'normalisation of surveillance'. In all our favourite TV shows, the cameras are on the participants 24 hours a day. It therefore doesn't seem so strange when our own activities are caught on CCTV as we move around our cities and workplaces. Another accusation levied at some of these shows is that they glamorise vulgarity and consumerism. An American show called *Toddlers and Tiaras*, for example, shows little girls dressing up in skimpy costumes and make-up to take part in beauty pageants. Their parents spend thousands of dollars to parade their tiny children, some barely old enough to walk, in front of judges, who evaluate their beauty, clothes and modelling skills. The children featured in this and similar shows are growing up to focus only on winning and many are totally unable to accept defeat. Many reality TV shows feature a 'confessional', where contestants are encouraged to back-stab and report on their fellow contestants. Unethical behaviour is valued and rewarded because it boosts viewing figures. The plethora of shows encouraging us to change our weight, wardrobe, job, house and car creates generations of discontented individuals who feel themselves inadequate with who they are and what they have.



E To make matters worse, the experience of being on reality TV is not what it appears. These shows are so popular with the television companies because they are so cheap to produce. The producers' aim is to get as much talent as possible for as low a price as possible. While appearing on a reality show, you can expect your expenses to be paid, but you will probably only receive \$20 or \$30 a day. What is more, you can expect every aspect of your background and family to be investigated in detail. Anything you would prefer to remain hidden will inevitably come out. And the person who becomes the reality star will not be 'you'. It will be a character created by the producers who happens to have your face. So, if you are longing for your 15 minutes of fame, be aware of the risks of achieving it through reality TV.

Questions 1-6

The text has five paragraphs, A-E. Which paragraph contains the following information?
Write the correct letter, A-E.

N.B. You may use any letter more than once.

- 1 What attracts people to watch reality TV
- 2 An explanation for the promotion of bad behaviour on reality TV
- 3 A description of a show the writer disapproves of
- 4 An example of why the term reality TV is misleading
- 5 Some examples of shows that might benefit young people
- 6 A piece of research that reveals information about fans of reality TV

Questions 7-10

Answer the questions below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 7 How does the writer describe programmes that show people doing their job?
- 8 What does the writer say can help people achieve fame if they have no special talent?
- 9 Who has the ultimate decision about the elimination of competitors?
- 10 What feature of reality TV invites participants to criticise their peers?

Questions 11-14

Complete each sentence with the correct ending, A-G, below.

- 11 People who like watching reality TV
 - 12 The effects of reality TV on society
 - 13 Producers of reality TV
 - 14 People who take part in reality TV shows
- A include the development of competitiveness and materialistic attitudes.
B will pay lots of money for the right people.
C may not realise how intrusive and financially unrewarding it will be.
D are willing to distort reality to attract more viewers.
E tend to aspire to raising their status in society.
F are usually grateful to be given a chance of becoming famous.
G are particularly damaging for young girls.

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe percentages and fractions
- describe a pie chart
- improve your grammatical range and accuracy
- use the passive voice.

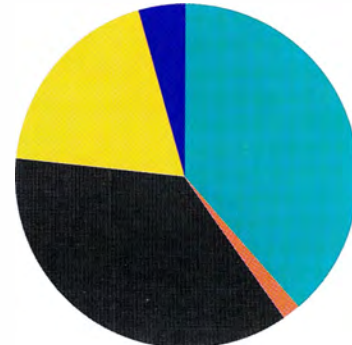
LEAD-IN

01 The pie chart represents the main way of finding out the news by adults in the UK in 2015. Predict which section of the chart represents TV, radio, print, online and 'not specified'. Explain your predictions to your partner.

02 Match the descriptions (a–e) with the sections of the pie chart (1–5).

- a Just over a third of people access the news online.
- b The largest proportion of people, about 40%, watch the news on TV.
- c Only a tiny minority did not specify how they find out about the news.
- d Radio is the least popular way to get news, at just 7%.
- e Approximately 15% of people read the news in print.

Ways of finding out the news



1 2 3 4 5

03 Where do you get your news from? Talk about:

- the types of news that interest you
- the different sources you use
- why you use them.

DESCRIBING PERCENTAGES AND FRACTIONS

04 Match the percentages (1–6) with the descriptions (a–f).

- | | |
|-------|-----------------------------|
| 1 20% | a a little under half |
| 2 77% | b a fifth |
| 3 92% | c just less than a third |
| 4 31% | d about three quarters |
| 5 24% | e approximately 9 out of 10 |
| 6 48% | f almost a quarter |

TIP 04

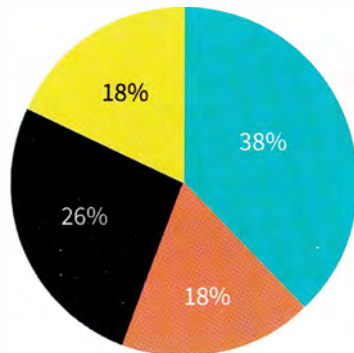
When describing the data in pie charts, use a variety of ways to describe the numbers, for example, use a mixture of percentages and fractions, to show the range of your language. Use modifiers, such as *almost*, *just over* and *approximately* if the figures are not exact fractions.

05 Write these fractions as a percentage.

- | | | |
|---------------|--------------|-------------|
| 1 four fifths | 3 a tenth | 5 a quarter |
| 2 two thirds | 4 two fifths | |

06 The pie chart shows the frequency with which adults in the US find out the news through social media. Describe each section without using the numbers. Use the modifiers in the box where appropriate.

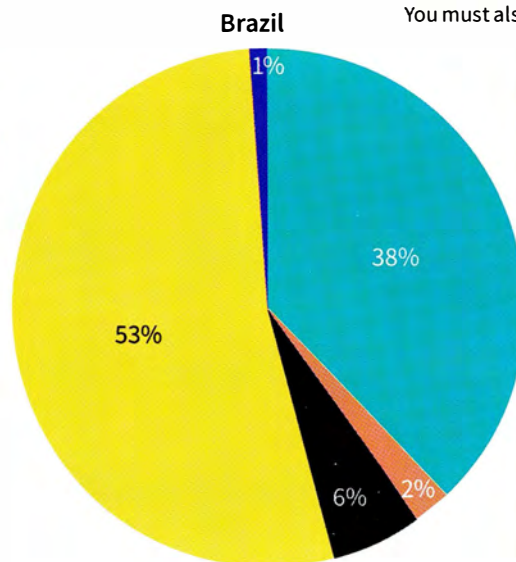
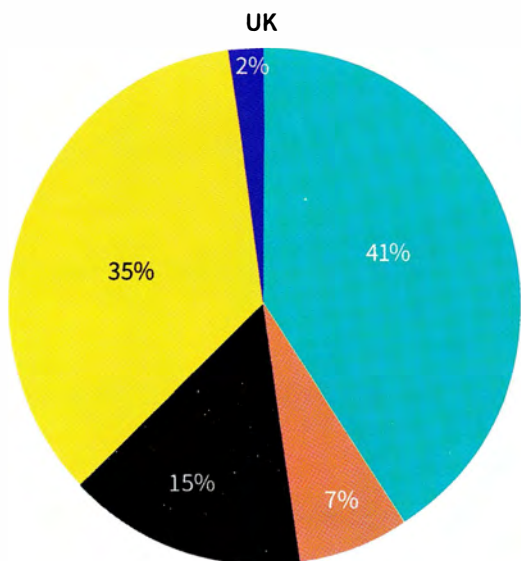
almost about approximately roughly
over/under a little slightly over/under just over/under



■ Never ■ Hardly ever ■ Sometimes ■ Often

DESCRIBING A PIE CHART

07 The pie charts compare ways of accessing the news in the UK and Brazil. In pairs, discuss what the key features of the data are.



■ TV ■ Radio ■ Print ■ Online ■ Not specified



You may have to describe a pie chart in Task 1. Sometimes a single pie chart will not provide enough data for 150 words, so you may get two or even three. Alternatively, you may get a pie chart along with a bar chart or other type of graph. As with any graphs and bar charts, it is important to describe the *key information* revealed by the data rather than just giving a list of numbers, but you must also include some data to support your description. Select the most significant data and make comparisons. You must also begin with an overview.

08 Read the sample answer and find examples of these features.

- 1 the overview
- 2 percentages
- 3 use of fractions
- 4 language of comparison
- 5 introductory and concluding sentences
- 6 higher level synonyms for these words and phrases:
 - main
 - generally
 - key
 - it is clear
 - preferring
 - each one / in that order

SAMPLE ANSWER

The pie charts show the principle ways of finding out the news in two different countries, the UK and Brazil. The two nations show broadly similar patterns, though there are some differences, both significant and minor.

One of the most prominent features of this data is that, while in the UK over a third of people access the news online, in Brazil the figure is more than half, at 53%. It is apparent that viewing the TV news is popular in both countries, with about two fifths of the UK population favouring this mode of delivery and only 3% fewer in Brazil. One major difference between the UK and Brazil is that over twice as many people read the news in print in the former, compared with the latter. The figures are 15% and 6% respectively. Similarly, listening to the news on the radio is preferred by three times more people in the UK than in Brazil.

Overall, it can be said that the high levels of internet use in Brazil mean that other methods such as radio and print are used less in comparison with the UK.

IMPROVING YOUR GRAMMATICAL RANGE AND ACCURACY

09 Find and correct the errors in this description of the pie chart in exercise 6.

The pie chart show frequency with which adults in the us uses social medias to obtain news. Overall, it is clear that less than half are using it in regular basis.

One of the most significant points in the data is that just under two fifths of people report that the news was never accessed by them via social media. To be precise, 38% of respondents gave this response, which is highest from all category. The second highest category is those who sometimes finds out the news from social media sites. Around a quarter (26%) of those surveyed were selected this response, which is 12% less than the 'never' group. Finally, there was a tie for the less common response, equal numbers of respondents 'hardly ever' and 'often' use social media to find out what is going on in the world.

To conclude, social media is use to get news often or sometimes by just 44%. It is evident by the data that majority of citizen does not read news in these sites.

TIP 09

Become aware of the areas in which you make mistakes and focus hard on trying to avoid them. Many students can use more complex structures accurately but still make careless mistakes with subject/verb agreement or articles, for example. Always leave a few minutes when you finish to check for basic errors. It is amazing how often you will discover simple mistakes that you have made which will reduce your grammar score.

10 Put the errors in the description in exercise 9 into the following categories. Some categories have more than one error.

- | | |
|---|-------------------------------|
| 1 tenses | 5 subject-verb agreement |
| 2 singular/plural/countable/uncountable | 6 punctuation/capital letters |
| 3 articles | 7 prepositions |
| 4 active/passive | 8 comparatives/superlatives |

11 Read the following pairs of sentences and decide which one, A or B, would score higher in the IELTS test. Give reasons.

- 1 A The pie chart data indicate that the primary news source for under 25s in Brazil is social media.
B Social media is indicated by the pie chart data to be the primary news source for under 25s in Brazil.
- 2 A One thing we can see from the data is that some media sources are less popular than 20 years ago.
B One thing that can be seen from the data is that some media sources are less popular than 20 years ago.
- 3 A The number of online newspaper subscriptions has increased by 20% since 2005.
B The number of online newspaper subscriptions has been increased by 20% since 2005.
- 4 A The data reveal that the most popular news stories are sports stories, followed in second place by political news.
B It is revealed by the data that the most popular news stories are sports stories, followed in second place by political news.
- 5 A Between 2005 and 2015 the proportion of over 40s using online news sites was almost doubled.
B Between 2005 and 2015 the proportion of over 40s using online news sites almost doubled.

TIP 11

Showcase your knowledge of grammatical structures, but make sure you use them appropriately. For example, the passive voice is very useful in formal writing for depersonalising what is being said or for foregrounding certain information. However, be careful not to overuse it or use it in ways that are unnatural in English.

EXAM SKILLS

12 Answer the Writing Task 1 below.

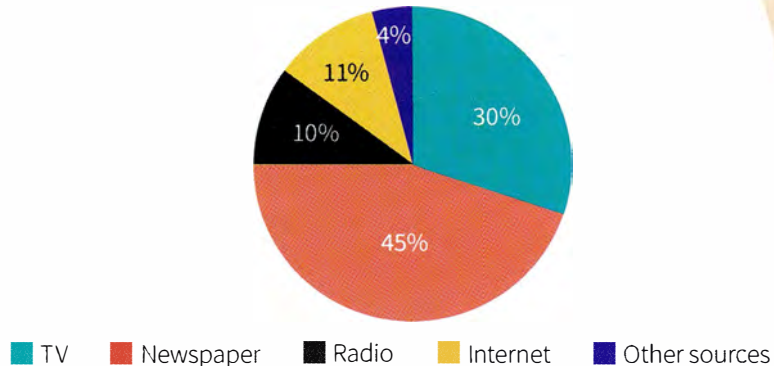
You should spend about 20 minutes on this task.

The pie charts show the first place Germans and Nigerians go to in order to access the news in a typical week.

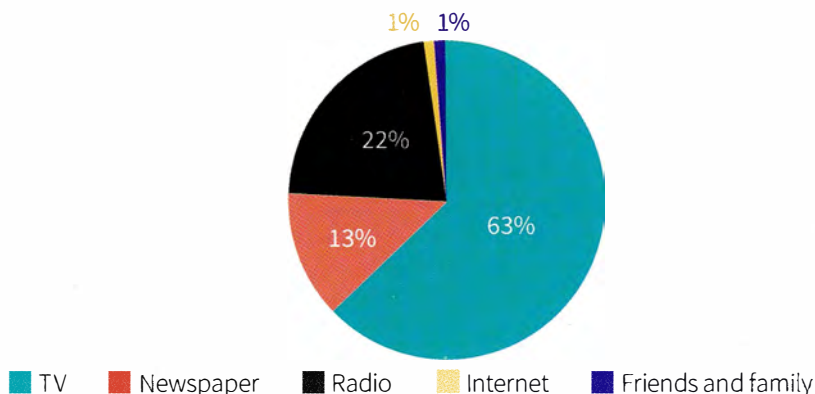
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

First place Germans go to for their news



First place Nigerians (urban areas only) go to for their news



LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- make use of signposting language in talks
- handle sentence completion tasks
- complete flow-charts.

LEAD-IN

01 Discuss the questions with your group.

- 1 What kind of news are you interested in?
- 2 Which current news stories interest you most?
- 3 What is your favourite news channel or programme?
- 4 Would you like to be involved in making a news report? Why? / Why not?

USING SIGNPOSTING LANGUAGE TO FOLLOW A TALK



In Section 4 of the Listening test you will hear a speaker giving a talk. You will probably hear signposting language that helps you follow the structure of the talk. Knowing this language is useful whatever the task type, as it helps you determine which parts of the recording relate to which questions.

02 Listen to an academic talk about making a news report. Tick the phrases off as you hear them.

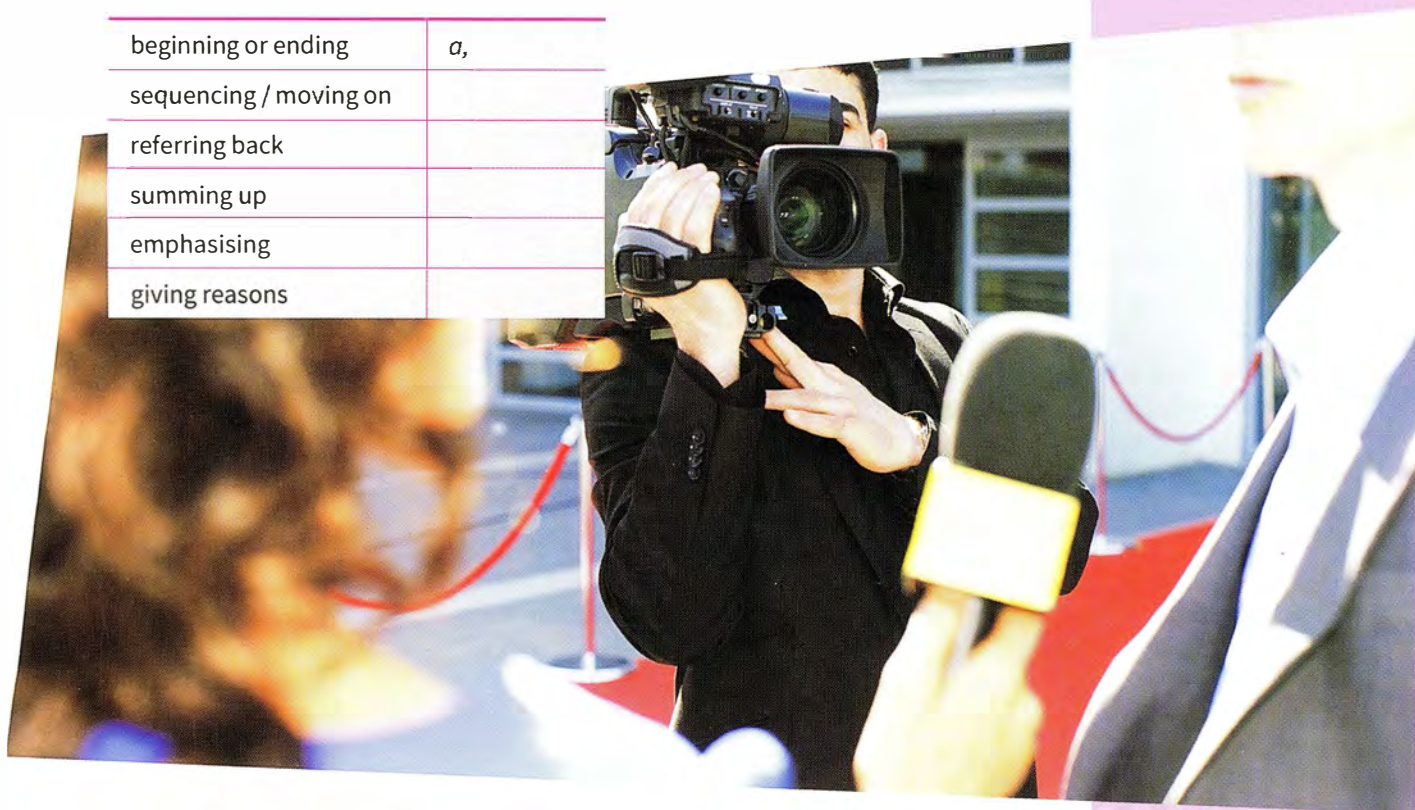
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- a I'd like to start by ...
- b The reason I've been asked to speak to you is ...
- c Let's begin our talk with ...
- d The first one is ...
- e The next general point I want to make is ...
- f The last of my general points is ...
- g Right, so I'll just repeat those general points ...
- h OK, so let's take a simplified look at ...
- i The key advice here is ...
- j After that, it's time to ...
- k The next stage ...
- l OK, moving on to ...
- m I've already mentioned ...
- n So, that's about it.

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- 03▶** Put the examples of signposting languages (a–n) from exercise 2 into the correct category. The first one has been done for you.

beginning or ending	a,
sequencing / moving on	
referring back	
summing up	
emphasising	
giving reasons	



SENTENCE COMPLETION]



This task type asks you to complete sentences and specifies the maximum number of words or numbers you can use. The gaps will often be at the end of the sentence but may be in the middle. There is only one gap per sentence, and the sentences follow the order of the text. The words you need will be heard on the recording in the same form.

- 04▶** These gapped sentences are based on the first part of the recording from exercise 2. For each gap, make a list of possible answers, using the correct number of words. Think about what the subject of the talk is and what parts of speech are missing.

- The speaker is a _____ news reporter. (one word)
- He is employed by _____. (two words)

- 05▶** Listen and complete the sentences in exercise 4. Use **NO MORE THAN TWO WORDS** for each answer. Were you correct about what kind of words they were?



- 06▶** Look at these answers that some candidates wrote in the gaps. Which ones will be marked correct? Why are the others wrong?

- | | |
|---------------------------|-------------------------|
| 1 A freelance | 2 A news agency |
| B freelance | B news agencies |
| C freelance news reporter | C several news agencies |
| D freelancer | D agencies |

TIP 04

Use your preparation time to look at the task and think about the topic. Try to decide what part of speech the missing word(s) are and make predictions as to what the words might be, so that you know what kind of information to listen for.

TIP 06

The word(s)/number(s) required to complete the sentences must fit grammatically and use the correct spelling. Make sure you don't repeat words in the question or write too many words, or your answer will be marked wrong.

07 Match the sentences (1–4) to the extracts from the recording that they paraphrase (a–d).

- 1 It is important to be aware of the age and attitude of _____.
 - 2 In-depth research on the viewers matters so that the news stories _____.
 - 3 Viewers might decide to watch a different _____ in the future.
 - 4 With man-made disasters, are viewers more worried about the effects on the planet or the financial _____?
- a The reason we try to find out as much as possible about the audience is that we want to interest them.
- b If they can't engage with or relate to the stories we choose or how we present them, they'll choose another news channel.
- c ... if there's an oil spill into the sea, will our audience be more concerned about the environmental or the economic consequences?
- d The first one is know your audience. By that I mean, are they older or younger viewers, where are they from, what are their values, ideas or beliefs, what level of education do they have?

08 Now listen and complete the sentences in exercise 7. Use **NO MORE THAN TWO WORDS** for each answer.

58

09 Listen and complete the sentences. Write **ONE WORD ONLY** for each answer.

59

- 1 The speaker's second general point is about the importance of _____.
- 2 Not giving a balance of views in a news story can harm the news station's _____.

TIP 07

Although the missing words you need come directly from the recording, the sentences will usually paraphrase what is said in the recording. In other words, the key ideas in the sentence will be expressed differently in the recording.

COMPLETING A FLOW-CHART



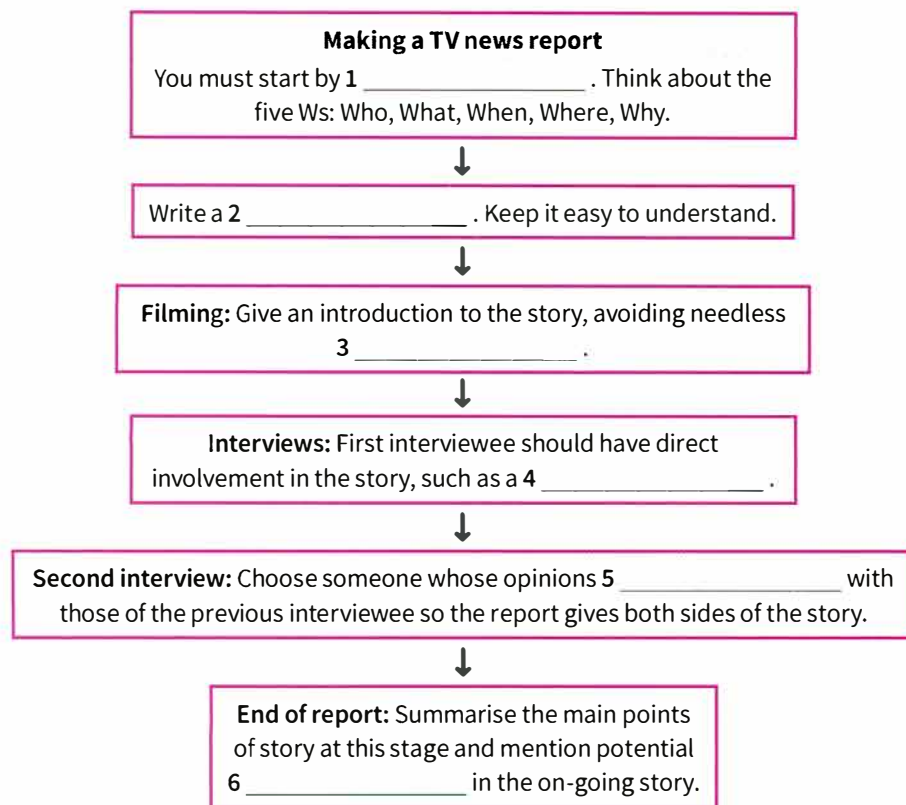
Flow-chart tasks require you to complete visual representations of a process or procedure, usually based on stages or sequences. Sometimes you choose from a list of words to complete them (in which case there will be more options than you need). If there is no list, the maximum number of words required will be specified. You use similar skills to complete a flow-chart as you used in sentence completion, note completion and table completion tasks.

10 Look at the flow-chart task in exercise 11. For questions 1 to 3, choose which answers are possible / not possible. Write P or NP next to the options. Explain your answers to your partner.

- | | | |
|----------------------|------------|------------------|
| 1 A a plan | 2 A agenda | 3 A informations |
| B planning | B plan | B information |
| C prepare everything | C script | C details |
| D preparation | D letter | D detail |

- 11** Listen and complete gaps 1 to 3 in the flow-chart. Write **NO MORE THAN TWO WORDS** for each answer.

60



- 12** Look at gaps 4 to 6 in the flow-chart above. Write down at least two possible answers that could go in each gap. Compare your words with your partner's. Do all the suggestions make sense grammatically and logically?

- 13** Listen and complete gaps 4 to 6. How close were your predictions?

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EXAM SKILLS

- 14** Listen and answer questions 1–10.

62

Questions 1–5

Complete the sentences. Write **NO MORE THAN TWO WORDS** for each answer.

- 1 A basic definition of the news story is _____.
- 2 A key difference between TV and print news stories is that TV editors must be _____.
- 3 Nowadays news stories engage the reader if they have _____.
- 4 What an editor chooses to report is highly dependent on their _____.
- 5 A good news editor also needs to pay attention to the stories being published by _____.

Questions 6–10

Complete the flow-chart below.

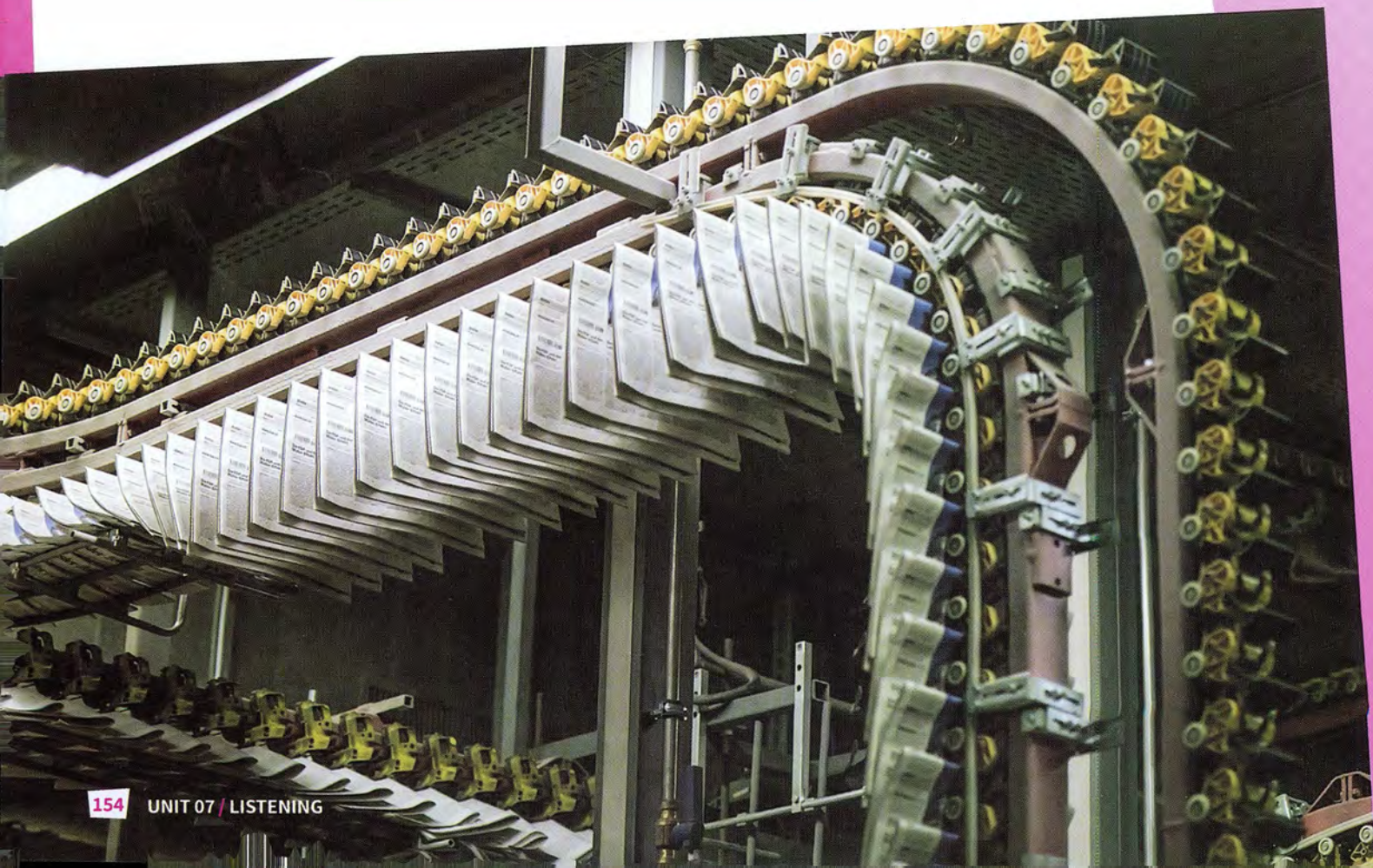
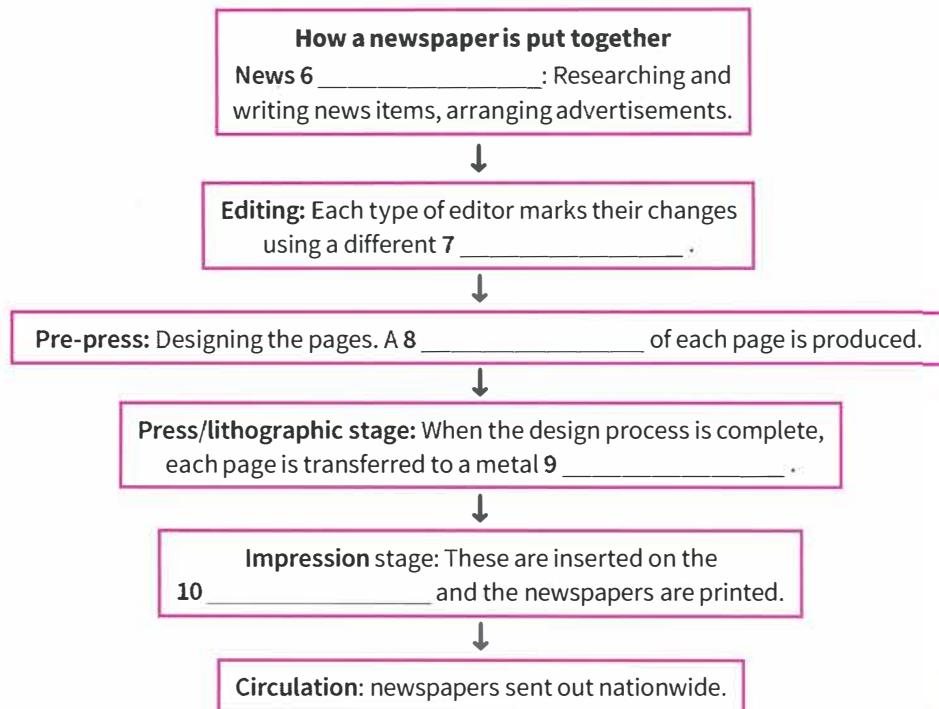
Choose **SIX** answers from the list below and write the correct letter, **A–H**, next to Questions 6–10.

A plate
B colour

C edition
D size

E gathering
F prototype

G process
H printing press



SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- talk about TV programmes
- correct yourself and clarify while speaking
- stress words correctly when correcting yourself
- use the passive when speaking.

LEAD-IN

01 Write down an example of each kind of TV programme.

drama	comedy	sports	crime drama	chat show	news/current affairs
reality TV	quiz show	kids	documentary	travel/holiday	science fiction/fantasy

02 Check the meaning of these words and expressions for talking about TV programmes. Then write them in three columns: positive, negative, neutral.

<p>gripping inspirational intriguing pointless absolutely hilarious a complete waste of time a definite 5-star rating compulsive viewing</p>	<p>utter garbage I can take it or leave it. I watched it in one sitting. It gave me food for thought. It was nothing to write home about. It has/had me on the edge on my seat. It's not my cup of tea. I was glued to the screen.</p>
--	--

Positive	Negative	Neutral

03 Tell your partner your opinion about the programmes you wrote down in exercise 1. Use some of the expressions from exercise 2 if possible.

CORRECTING YOURSELF / CLARIFYING



In the Speaking test it is OK to correct yourself if you make a mistake. It is better to do so if you realise that your grammar, word choice or pronunciation was wrong. In addition, if you feel you have not explained your ideas clearly – or if the examiner looks confused – you can give more information or explain in different words to clarify what you are saying. There are expressions you can learn to help you in these situations.

04 ▶

Read and listen to a student called Rashid doing the task below. How many times does he correct or clarify himself? Underline the words and phrases he uses.

63

Describe a TV programme you often watch.

You should say

- what type of programme it is
- why you enjoy it
- who you watch it with

and explain how you feel about this programme.

Rashid One of my favourite programmes is *Fear Factor*. Actually, I would say it's a programme that I love to hate! What I mean by that is – I *love* it, but at times the things on there are awesome, sorry, I meant to say they are *awful*. So the type – or rather the *genre* – of show is reality but also it's a competition. What happens is that there are four people – well, you know, four competitors – and they has to do, they have to do a series of tasks. Sometimes they have to dive into – or actually they dive *under* water and open a box – I mean *unlock* a box, or they have to climb up a high building. In the second task, there are nasty animals – not animals as such, but things like cockroaches or snakes which they must to, they must lie in a box with or something. So, I don't like it, but it's compulsory. I'll rephrase that. I watch it even though I don't want to. It's compulsive. It's on Thursday nights on a channel called Reality. I usually watch with my brother – *both* my brothers, actually. Sometimes we play our own version of it and make each other do silly tasks – but not as bad as the ones on the TV.



05 Identify the grammar or vocabulary mistakes in the sentences below and then correct them using an appropriate expression from the box. Try to use a different expression each time.

I mean ...	What I meant to say was ...
Let me start again.	Sorry, what I intended to say was ...
I'll rephrase that.	Did I say ...? I meant to say ...
or rather ...	Let me put that another way.

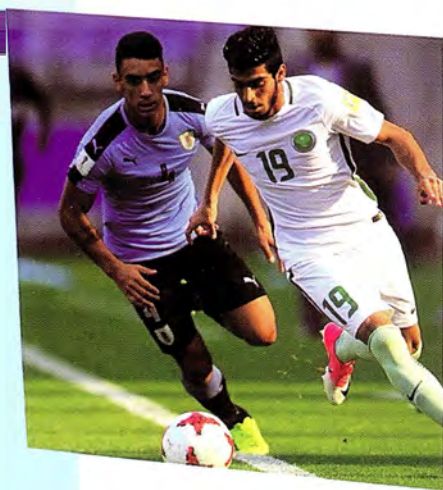
Example: My best TV show is *Match of the Day*.

I mean my favourite TV show is *Match of the Day*.

- 1 Wildlife programmes are not very interested.
- 2 The presentator of the programme is very good.
- 3 It is a show they make people beauty.
- 4 This programme shows you the inside house of a celebrity.
- 5 Most of people in my country watching this show.
- 6 I like shows with games and prizes.

TIP 05

Make sure you use the right expressions for the right situations. Some expressions are useful when you realise you have made a grammar error or have used the wrong word. Others are more suitable for when you feel that you need to clarify or go into more detail on a point you have made.



PRONUNCIATION

06 Read these examples of candidates correcting themselves. Underline the words you think should be stressed.

Example: I absolutely hate watching the new. Sorry, I meant to say news.

- 1 Watching TV is a time of waste. Sorry, I'll rephrase that – a waste of time.
- 2 Comedic shows, or rather comedy shows, are not very popular in my country.
- 3 I can't understand why realism TV is so popular. Let me start again. I can't understand why reality TV is so popular.
- 4 The popularity of sports programmes, especially football series, I mean football highlights shows, makes no sense to me.
- 5 One thing that I dislike about TV is the amount of publicities. Oh, did I say publicities? I meant to say commercials.

Listen and check. Then listen again and repeat.

TIP 06

When we are correcting a mistake, we usually give extra stress to the word, phrase or idea that we have corrected.

- 07▶** Look at the statements made by candidates in the Speaking test. The statements are very general. Use one of the expressions in the box below to explain or clarify them for the examiner.

Example: I would say that TV is in part to blame for violence in society.

Let me elaborate on that. There is a tendency for TV to glamorise violence and make it seem cool, and I think that especially younger viewers are strongly influenced by what they see ...

- 1 I think TV is a very positive thing.
- 2 Children should be allowed to watch TV online unsupervised.
- 3 Watching TV online is far superior to watching conventional TV.
- 4 The standard of TV programmes is so much better these days.

Let me explain.

What I mean by this is ...

Let me elaborate on that.

Let me clarify that.

To put that another way, ...

- 08▶** Work with a partner. Do the Part 2 task in exercise 4. If you make a mistake or are being unclear, use some of the expressions from exercises 5 and 7 to correct or clarify yourself.

GRAMMAR FOCUS: PASSIVE EXPRESSIONS WITH IMPERSONAL IT



In Part 3 in particular you are expected to talk about less familiar situations. Rather than speak about your own experiences, you should say what people in general or particular groups of people feel about a situation or what is known about it. There are some useful passive expressions with impersonal 'it' which will help you do this. It also helps you to sound more objective.

- 09▶** Complete the sentences related to TV, news and current affairs with your own ideas.

Example: It could be argued that ... *continuing to print newspapers is a waste of money.*

- 1 It has been said / reported that ...
- 2 It is believed / thought / widely accepted that ...
- 3 It has been proved that ...
- 4 It has been estimated that ...

- 10▶** Work with a partner. Read your sentences from exercise 9. React to your partner's sentences to develop short conversations.

Example: A It could be argued that continuing to print newspapers is a waste of money.

B Well, possibly, but many people still prefer reading the old-fashioned way.

EXAM SKILLS



11 Do this sample test with a partner. Take turns to ask and answer.

Part 1

- 1 How much time do you spend watching TV?
- 2 What kind of programmes do you enjoy? Why?
- 3 Are there any kinds of programmes you don't like? Why?
- 4 Do you prefer watching TV alone or with others? Why?

Part 2

Describe a TV programme you have watched which you did not enjoy.

You should say

- what the programme was
- when and where you watched it
- what others thought of it

and explain why you didn't enjoy it.

Part 3

- 1 How do you think the range and type of programmes on TV has changed in recent years?
- 2 What factors need to be considered by those who plan TV programming?
- 3 How has new technology changed the way people watch TV?
- 4 What potential problems are raised by online and 'on demand' TV?
- 5 How do you think TV viewing might change in the future?