

7

The Media



Unit plan

Reading:

multiple choice, eliminating obviously wrong answer options

Vocabulary:

words related to different kinds of media, prepositions, collocations & expressions, word formation

Grammar:

the passive: tenses, gerunds, infinitives & modals, personal and impersonal structures

Listening:

multiple choice (pictures), answering the question you are actually asked

Speaking:

discussion and decision making, talking about different kinds of media, agreeing and disagreeing with your partner

Writing:

report, making suggestions, justifying your suggestions by describing the results

Unit Opener (SB page 83)

- With books closed, write 'The Media' on the board and ask students to name different forms of media. Write these on the board.
- Ask students to look at the main picture and ask them what they see (*a road sign with different media pointing in different directions*). Compare the different forms of media in the picture with the forms of media students came up with and see if they named them all.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that all the items in the list are materials that we read and that they must rank the materials from the ones they read the most to the ones they read the least. Stress that there are no right or wrong answers.
- Ask students to read the items and explain anything they don't understand.
- Students work individually to rank the materials, but compare their answers with a partner before discussing as a class.
- Ask students why the least popular materials are not read as often as the others and have a class discussion about teenage preferences in media.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to discuss how the printing press, the radio and the Internet have affected mass media. Ask students to think about what mass communication was like before each of these inventions became popular.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to talk about the effect of one of the types of mass media.
- Go round the class until each pair has had a turn.

Answers

Students' own answers

Background information

The printing press: in the West, the printing press was invented by Johannes Gutenberg in Germany, in 1439 (although this date is sometimes debated). Before then, books were copied out by hand. The new method of printing brought about a revolution in the production of books, making them cheaper to produce and to buy, which meant more people could purchase them. It also led to the rapid development in the sciences, arts and religion through the transmission of texts.

The radio: in 1894 the young Italian inventor Guglielmo Marconi began working on the first radio. By 1896, the radio as we know it had been invented. Marconi opened the first radio station in 1897, in the UK, and in 1898 opened a radio factory there. Radio had a huge impact on society since it was able to spread news more quickly than print materials. Radios broadcasted news stories and music, thus providing both information and entertainment. In addition, the radio industry created plenty of jobs for people.

The Internet: the development of an early form of the Internet began in the 1950s, but the Internet as we know it began around 1990. Since the mid-1990s, when it became widely available for home and work use, the Internet has had a huge impact on culture with email, instant messaging, two-way video calls, and the World Wide Web becoming a near-necessary part of our lives.

TOP TIP

Use the topic area of a unit to have a class debate. For this unit, divide the class into two teams. The debate topic could be, *Television or Internet: Which has had a greater impact on society?* One team can argue for television and the other can argue for the Internet. Allow teams enough time to write down their arguments and then give them five minutes each to present their case. At the end, take a class vote to see which team had the stronger argument.

Let's talk about it!

- Do you communicate differently with different people? Which means do you use to communicate with your parents, siblings, friends and teachers?
- Are today's popular means of communication such as text messages and email too impersonal?
- Can you imagine what life was like before text messaging and emails?

DVD 7

Summary of DVD 7: The video is titled 'Reading evolution to eBooks library'. The evolution of reading began thousands of years ago with cave paintings, moved on to stone carving, papyrus, the Codex and finally, Johannes Gutenberg's printing press. At the time of Gutenberg's invention in the 15th century, the art of reading (and writing) was mostly reserved for the clergy. The common people were kept ignorant. With the printing press, however, reading became accessible to everyone. However, we currently find ourselves flooded with paper. Now is our chance to help the planet by reducing the amount of paper we use because we are in the digital era.

DVD link: http://www.youtube.com/watch?v=UgMH_BHiGIM

Answers

We should save the world from paper drowning by going digital and using less paper.

Reading (SB pages 84-85)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the ideas and explain anything they don't understand.
- Ask students to look at the ideas and decide which ones are positive and which ones are negative. Ask them if they have any ideas of their own to add.
- Discuss the questions as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain what 'news coverage' means (*how much and how well the news is observed, analysed and reported*) and make sure students understand before they discuss the different media.
- Discuss the question as a class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that

text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later. Ask them to underline the parts of the text that help them to answer the question.

- Students do the task individually, but check answer as a class.

Answers

Free content online means that people are not paying for it.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when dealing with multiple-choice questions, it's a good idea to start off by eliminating the options that are clearly wrong. Tell students these can be identified by negative words such as 'no one', 'never', 'nothing', etc. Point out they can also be positive words such as 'always' and that these extreme words are usually incorrect in relation to the information contained in the text. Then ask students to look at question 4 and identify the options that are likely to be wrong.

Answer

options A and B

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to be wary of negative words, positive words such as 'always' and other extreme words in the answer options.
- Students work individually to choose the best answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1D *The Internet can also provide news the second it happens. It is clear that the traditional print newspaper, which is still published once a day, is no longer a practical way to receive information.*
- 2B *Money that was needed for materials such as ink and paper, warehouses, delivery vans, and so on required by a daily print newspaper can be saved. An online newspaper can make more profits and there is less wastage of resources.*
- 3A *... could e-books on tablets and e-readers replace print books?*
- 4C *... print books have some definite advantages over e-books.*
- 5D *... people like holding books, turning the pages, collecting them, filling their shelves and bookcases with them ... it is more relaxing than using an electronic device. We love curling up on the sofa on a wet weekend and getting lost in ... The charm of a real book ...*

▶ EXTENSION ACTIVITY

Refer students back to the newspaper headline, *OMG!! SHOCKING NEWS!!* on page 85. Ask students to work in pairs and think of an event worthy of such a headline and to write a paragraph briefly giving the details. When students are ready, each pair can read out their paragraph to the class.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find words in the article that mean the same as the definitions.
- Ask students to read the definitions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-----------------|
| 1 current | 4 interactive |
| 2 practical | 5 physical |
| 3 affordable | 6 user-friendly |

6

- Ask students to read the instructions and check that they understand what they have to do. Explain/Elicit the meaning of the word *doomed* in the headline and elicit that they must speculate about what it is that has caused Earth to be doomed.
- If students need help with ideas, ask them to think about disasters both natural and man-made, or even extra-terrestrial involvement.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, they can discuss their ideas as a class.

Answers

Students' own answers

a-z Vocabulary 1 (SB page 86)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|--------------|
| 1 the Internet | 4 television |
| 2 magazine | 5 journal |
| 3 newspaper | 6 radio |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the correct word in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all features of the media.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

Answers

- 1 soap operas
- 2 horoscope
- 3 scientific articles
- 4 e-zines
- 5 reviews
- 6 interview
- 7 website
- 8 commercials
- 9 advertisement

NB: A commercial is an advertisement on TV or the radio. The word advertisement is used much more widely to refer to an announcement in any form of media.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the features of media in 2 with the forms of media in 1. Remind them that sometimes more than one answer is possible.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Suggested answers

Internet: horoscope, scientific articles, e-zine, reviews, interview, website, advertisement
magazine: horoscope, scientific articles, reviews, interview, advertisement
newspaper: horoscope, scientific articles, reviews, interview, advertisement
television: soap operas, interview, commercials
journal: scientific articles
radio: horoscope, interview, commercials

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that the words to be circled are all people who work in media.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------|-------------|
| 1 DJ | 5 columnist |
| 2 editor | 6 presenter |

▶ EXTENSION ACTIVITY

Students work in pairs. Ask them to choose a job in media from 4 and write down its pros and cons. Tell students to consider pay, working conditions, pressure, job satisfaction and anything else they can think of. When they are ready, each pair can present their job, with its pros and cons, to the class.

Extra Task (for early finishers)

See photocopiable material on page 153.

⚙️ Grammar 1 (SB page 87)

Before you read the Grammar box

- Revise the different tenses of the passive voice with the class.
- Ask students to look back at the article in the Reading text and to find and underline all examples of the passive voice (*... has been hit hard ...*, *... is still published once a day ...*, *Money that was needed for ...*, *... can be saved ...*, *is stolen ...*). If students need help, let them know there are five examples.
- Elicit that the passive voice is usually used when we want to focus on the action and not the agent.

1

- Read through the grammar theory with the class.
- Make sure students know how to form the different tenses in the passive voice. Write the following on the board and ask students to identify the tense and to use each one in a sentence: *is done (present simple)*, *is being done (present continuous)*, *was done (past simple)*, *was being done (past continuous)*, *has been done (present perfect simple)*, *had been done (past perfect simple)*, *will be done (future simple)*, *will have been done (future perfect simple)*, *is going to be done (be going to)*.
- Revise gerunds, infinitives and modals in the passive voice. Write the following on the board and ask students to identify the form and to use each one in a sentence: *don't mind being interviewed*, *want to be interviewed*, *must be interviewed (gerund, infinitive, modal)*.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must underline the passive verb forms and then decide which sentence talks about something unpleasant that happened accidentally or unexpectedly, and also they must say which verb has been used.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline: got kidnapped and was given.

Sentence a talks about something unpleasant that happened by accident or unexpectedly. *To get* has been used.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to read the sentences again and to underline any time expressions or other clues that will help them to choose the correct tense.
- Ask them to work out the correct tense in each sentence in the active voice before writing the passive form.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 is being interviewed
- 2 to be written
- 3 was set up
- 4 to be noticed
- 5 to be given
- 6 will be published/is going to be published
- 7 are read/are being read
- 8 be sent
- 9 being shocked
- 10 Being offered

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask them to think about the tenses each time.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask students to tell you which tenses are used each time.

Answers

- 1 Something should be done about cyber-bullying. (modal *should*)
- 2 This comic will be sold all over the world by my company. (future simple)
- 3 The magazine had been edited before it went to print (by the editor). (past perfect simple)
- 4 Many advertisements for the *Chicago Tribune* have been created by this man. (present perfect simple)
- 5 Journalists want to be sent to interesting places by their employer. (present simple)
- 6 A lot of text messages are written every day by teenagers. (present simple)
- 7 The film star will have been asked a lot of questions by the end of the interview. (future perfect simple)

▶ EXTENSION ACTIVITY

Ask students to think about recent news stories and to write a few sentences about them using the passive voice. For example, *Olympiakos was defeated by Panathinaikos! / A volcano has erupted in Indonesia and thousands of people*

Extra Task (for early finishers)

See photocopiable material on page 153.

Vocabulary 2 (SB page 88)

1

- Ask students to read the instructions and check that they understand what they have to do (*complete the sentences with the correct preposition*). Explain that one of the sentences can use two prepositions.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look carefully at the word before the preposition in order to make the correct choice.
- Students work individually to complete the sentences with the correct prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 on
- 2 of
- 3 between
- 4 towards
- 5 in
- 6 for
- 7 on/about
- 8 over

Sentence 7 can use two prepositions (*on* and *about*).

2

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the correct verb form for each expression.
- Ask students to read the expressions in the orange box and the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.
- Once answers have been given, check pronunciation by saying each of the expressions in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 being in the public eye
- 2 made the headlines
- 3 being on the big screen
- 4 goes viral
- 5 make a name for themselves
- 6 has/has had a lot of hits

3

- Before students look at the task, ask them to tell you some endings for nouns. Write them on the board and then ask students to give you examples of nouns with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form nouns or verbs from the words given*).
- Ask students to read the words in the table and explain anything they don't understand.

- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 publish
- 2 subscription
- 3 require
- 4 replacement
- 5 receive
- 6 involve

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the words from 3 to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at each sentence and decide if a verb or a noun is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 require
- 2 publication
- 3 reception
- 4 involve
- 5 replace
- 6 subscription

EXTENSION ACTIVITY

Ask students to find three words in the Reading text that have derivatives, eg *inform / information, read / readers*, etc. They must then write gapped sentences like those in 4, with the root word given in brackets. For example, *Many _____ (read) enjoy the online versions of UK daily newspapers*. They then swap with a partner who must write the correct words in the gaps.

Extra Task (for early finishers)

See photocopiable material on page 153.



Grammar 2 (SB page 89)

Before you read the Grammar box

- Explain to students that verbs like *believe, consider, know, expect, think* and others are used to report generalised opinions. Point out that they are often used in impersonal and personal passive structures and that they are commonly used in the media.

1

- Read through the grammar theory with the class.
- Explain that impersonal and personal structures are used because they do not sound as weak as 'They/People say ...' to report an opinion.
- Make sure that students understand how and when to use the impersonal and personal passive structures

and which uses a personal structure:

Active: They say newspapers are dying.

Passive: It is said that newspapers are dying.

(impersonal), Newspapers are said to be dying. (personal)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the sentences and underline the passive verbs they contain. Then they must decide which sentence uses an impersonal passive structure.
- Ask them to read the sentences and explain anything they don't understand.
- Ask them to underline the passive verbs. Refer them to the grammar theory to help them answer the question.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline: *is known* and *are known*. Sentence a uses an impersonal passive structure.

Read 7.2 of the Grammar Reference on page 170 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide what kind of passive structure is used in each sentence (*impersonal or personal*).
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1P 2I 3P 4I 5P 6P 7P 8I

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that in each pair of sentences they must complete the gaps with both an impersonal and personal passive structure.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1a is known that	5a is believed that
1b is known to star	5b are believed to be
2a is supposed that	6a is considered that
2b are supposed to be	6b are considered to be
3a is said that	7a is expected that
3b is said to be	7b is expected to win
4a is thought that	8a is reported that
4b is thought to be	8b is reported to be

▶ EXTENSION ACTIVITY

Bring in a few English language newspapers and ask students to use material from the papers to write their own impersonal and personal passive sentences. Go round the class helping with vocabulary and grammar. When they have finished writing, ask them to read their sentences out to the class.

Extra Task (for early finishers)

See photocopiable material on page 153.

🎧 Listening (SB page 90)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide what the three items in the pictures have in common and what the subject of a conversation about them might be.
- First, ask them to identify the items (*radio, computer, print newspaper*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

They are all sources of news and information. Suggested topics of the conversation: how the speakers heard about a news event, how they normally get their news, which news source they prefer, where a journalist is currently/was previously working or hopes to work.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are two parts to the task. First, they must listen in order to decide which of the six questions could be asked after the conversation. After checking the answers, they will hear the recording again and must decide which pictures in 1 answer the questions in 2. If necessary, explain in L1 or ask a student to do so.
- Ask students to read the questions and explain anything they don't understand.
- Play the recording and ask students to tick the questions.
- Check answers as a class.
- Play the recording again so that students can do the second part of the task.
- Check answers as a class.

Answers

Students should tick questions 1, 2 and 4.
1A 2B 4C

See the recording script on page 142.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear the same conversation and a question about

- Play the recording and ask students to choose the picture.
- They then check their answer in pairs before checking as a class.

Answer
picture C

See the recording script on page 142.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out that it is a good strategy to try to guess the question that will be asked by looking at the pictures to see what they have in common. However, this can lead to careless mistakes if they do not listen carefully for the question that is asked at the end, and instead answer the question they thought would be asked.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the picture option that answers the question. Remind them to think about how the pictures in each set are connected, what question might be asked and to listen carefully for the actual question.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C** ... just recently she's been taken on as the evening newsreader on the regional TV station.
2B This one's a singing dog.
3B ... the crime drama we watched last night.
4A It says I'm going to be lucky in love this month ... I think I'll choose to believe it!
5B Well actually, yes, she did, but she's had it cut quite short for her new show and she's changed the colour too ... I'm not keen on red. I think she'd look rather good with dark hair.
6C I thought she was a model originally!
7A The one you hoped would be published in a science journal? ... Yes, that's the one.
8B It's 7.30, isn't it? It's always on then, after the 7 o'clock news. ... I'm sure they haven't changed the time.

See the recording script on pages 142-143.

Speaking (SB page 91)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

2

- Ask students what sort of language can be used to agree or disagree. Make a list on the board (*I think you're right about ...*, *I see what you mean ...*, *I don't agree that ...*, etc).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide on the degree of agreement (agree completely, disagree completely, agree in part) as expressed by the six phrases.
- Ask students to read the phrases and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1A 2P 3D 4P 5A 6D

TOP TIP

Practise functional language as often as you can. In this unit, the emphasis is on degrees of agreement. Write up some controversial statements on the board and ask students to discuss them in pairs. They must express agreement, disagreement or part agreement with their partner.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in a discussion like this, they are free to agree or disagree with their partner on some things, but they must say why. Point out that they need to talk enough for the examiner to form an opinion of their ability and for this reason they need to explain what they think of their partner's ideas.

3

- Go through the *Language Bank* with the students and make sure they understand the ways of expressing different degrees of agreement.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the options within the context of the task (*How can Hannah attract more customers to her new shop?*), and that they are not being asked to choose the best ways of attracting customers to shops in general or in some other situation. Elicit that there is a second part to the task which requires them to reach a decision about the two ideas Hannah should choose. Point out that there are no right or wrong answers.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 92-93)

Report: Making suggestions

- Ask students to carefully read the information on reports and making suggestions.
- Explain to students that in a report they will need to give information and make suggestions or recommendations using formal language. Tell students that a good way to make the language more formal is to use the passive voice.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two suggestions in the active voice that they need to rewrite in the passive voice.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Short news videos could be uploaded.
- 2 Fewer news reporters could be employed.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two situations that need to be improved and that they need to come up with suggestions to improve them.
- Ask students to read the situations and explain anything they don't understand.
- Tell students to look at the two situations and decide on their suggestions.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Suggested answers

- 1 Our music programmes could be shown earlier for young viewers.
- 2 Commercials could be shown before and after films.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must circle the subject of the report and then they must underline what they have to write about.
- Ask students to read the task and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should circle: *TV channel for students*.
Students should underline: *the types of programmes it could show in order to provide information and entertainment for students, explaining why they would be popular*.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the report in 4 is in answer to the question in 3 and that they must find and underline the suggestions in the passive and answer questions about the report. Point out that the questions will help them to analyse the task in order to understand it better.
- Read out the report or ask a strong student to do so.
- Ask students if they think it is a good report. If yes, elicit why. Then look at the questions in depth to analyse the task. Make sure students understand they need to underline only the suggestions made in the passive voice. Also, they need to see if the writer has given reasons for their suggestions and a final recommendation.
- Once the answers have been checked, ask students why they think the writer did not use the passive voice for all of the suggestions (*it would sound unnatural and too formal*).

Answers

Students should underline: *Programmes about different areas of the college could be shown each week; ... useful information such as bus timetables could be included; Video clips of films and bands could also be shown ...; ... multi-cultural themes could also be included.*

- a no
- b yes

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the suggestions with the results.
- Ask students to read the suggestions and the results and explain anything they don't understand. Explain that a good way to support suggestions is by describing the end results.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1c 2b 3g 4a 5e 6f 7d

▶ EXTENSION ACTIVITY

Ask students for suggestions about what programmes to have on a college radio station. Tell them that the station is run entirely by students for students and that they need ideas to get more listeners. Tell them to give a result for each suggestion they come up with. When students have written down their suggestions and results, ask them to read them out to the class.

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at two ways of making recommendations and then answer some questions about them.
- Ask students to read the recommendations and explain anything they don't understand.
- Explain that they can use a gerund or the passive voice to make a recommendation.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a
- 2 b
- 3 a
- 4 I recommend broadcasting a good mixture of news, college information and entertainment programmes on the college TV channel.

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the recommendation in two different ways.
- Ask students to read the recommendation and explain anything they don't understand.
- Tell them to look back at 6 if they need help rewriting the recommendation in two ways.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- ... careers advice and information is focused on.
- ... focusing on careers advice and information.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words. Elicit that the phrases are grouped under topic areas.
- Make sure students know what the phrases mean by asking them for definitions.

8

- Read the task out to students and explain anything they don't understand.
- Remind them to give reasons for their suggestions and recommendations in their report.
- Go over the *Plan* with the students. Remind them to state the aim of their report in the introduction, to support their suggestions and to make

- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to use both active and passive verb forms when making suggestions. Tell them to include a title and headings so that their report is easy to read and that by reading the task carefully, they will be able to decide on the headings. Finally, remind students to justify their suggestions by giving reasons or results for them.

Reload 7 (SB page 94)

Objectives

- To revise vocabulary and grammar from Unit 7.

Revision

- Tell students that Reload 7 revises the material they saw in Unit 7.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for different media by writing them on the board and asking students which ones they can read (*Internet, magazine, newspaper, journal*), which ones they can watch (*Internet, television*) and which they can listen to (*Internet, radio*).
- 2 and 3: Revise the features of media by reading each one out and asking individual students to explain what they are and say which form of media from 1 they are connected with.
- 4: Revise the words for people in the media by writing part of the names on the board and asking students to complete them: *D (J), edit (editor), blog (blogger), correspond (correspondent), column (columnist), present (presenter), journal (journalist), reader (newsreader)*.

Vocabulary 2

- 1: Practise prepositions. Write the prepositions on the board (*about, between, for, in, of, on, over, towards*) and read out the nouns one by one. Ask individual

students that one of the nouns can take either of two prepositions.

(comment on, use of, comparison between, attitude towards, decrease in, preference for, information on/about, advantage over)

• 2: Practise collocations and expressions. Write these words on the board (*eye, hits, headlines, name, screen, viral*). Then write these gapped expressions on the board one by one. After each one, ask a student to tell you which word completes the expression and also to explain what it means: *be in the public (eye), be on the big (screen), go (viral), have a lot of (hits), make a (name) for yourself, make the (headlines)*.

• 3 and 4: Practise word formation. Write the verbs on the board and ask students to give you the noun forms. Then they must use either the verb or the noun in a sentence.

Grammar Revision

Grammar 1

Practise the passive: tenses, gerunds, infinitives and modals.

• Revise the passive voice by writing these sentences on the board and asking students to complete them with the correct form of the verb given.

1 *Madam Boyd enjoys ____ (interview). (being interviewed)*

2 *The singer ____ (boo) by angry fans last night. (was booed)*

3 *The papers must ____ (deliver) every morning. (be delivered).*

4 *When is the film likely ____ (screen)? (to be screened)*

5 *The song ____ (perform) live in a few minutes. (will be/is going to be performed)*

Grammar 2

Practise the passive: impersonal and personal structures.

• Write these active sentences on the board and ask students to give you the personal and impersonal passive forms.

1 *They consider reality TV shows to be stupid. (Reality TV shows are considered to be stupid. / It is considered that reality TV shows are stupid.)*

2 *People think that author is wealthy. (That author is thought to be wealthy. / It is thought that author is wealthy.)*

3 *They don't expect the UK to win Eurovision. (The UK is not expected to win Eurovision. / It is not expected that the UK will win Eurovision.)*

• Students are now ready to do Reload 7.

• Set a time limit and let students know every so often how much time they have left to complete the questions.

• Check answers as a class.

Answers

Vocabulary

1b 2c 3c 4a 5d 6a 7d 8d 9b

Grammar

1c 2d 3a 4c 5d 6a 7b 8a 9a