

The media

In Unit 2, you . . .

- talk about the influence of the media and celebrities.
- add information with relative clauses.
- link ideas with *that* clauses.
- make comments with *which* clauses.
- use *You know what . . . ?* to introduce what you say.



Lesson A Celebrity culture

1 Grammar in context

A Who are the most popular celebrities in the news? Why are they famous? How do people follow the news about them?

B CD 1.16 Listen to the podcast. Why is it normal to be interested in celebrities?



ONE-MINUTE PODCASTS



Everywhere we look these days, we see images of celebrities. Celebrity magazines, which outnumber news magazines, are on every newsstand. We love to read about the people that celebrities date, the clothes they wear, and especially their problems, which the media will often invent. Then there's reality TV. Millions of viewers avidly follow reality and talent shows, which make ordinary people into instant celebrities. There are even shows that pay for plastic surgery, so people can look like their favorite celebrity. So, why *are* we so obsessed?

Celebrity obsession is normal!

Well, there's a simple scientific reason for it, which might make you feel better about your own interest in celebrity gossip. Psychologists say it's natural for us to talk about or imitate the people who are the most successful in our society. In ancient times, people gossiped about kings and leaders, who were the celebrities of their day. Nowadays, it's actors, musicians, or athletes. And with TV and the Internet, they come right into our homes, which almost makes them part of the family.

So our obsession with celebrity is perfectly normal, which is reassuring – don't you think?

About
you

C Pair work Answer the questions about the podcast. Then give your own view and add more information on each answer.

1. Which are more popular – celebrity magazines or news magazines?
2. Why can't we always believe celebrity gossip?
3. What do some people do to look like their favorite celebrities?
4. Why are celebrities so familiar to us?

2 Grammar Adding information

Figure
it out

A Check (✓) the sentence that has a complete meaning if you remove the words in bold. Then read the grammar chart.

1. We love to read about celebrities' problems, **which the media will often invent**. ☐
2. There are even shows **that pay for plastic surgery**. ☐

Defining and non-defining relative clauses

Grammar extra
See page 146.

Defining relative clauses define, identify, or give essential information about a noun.

*There are shows **that/which pay for plastic surgery**.*

*We love to read about the people **(who/that) celebrities date** and the clothes **(that) they wear**.*

Non-defining relative clauses give extra information about a noun.

They do not begin with *that*. Notice the use of commas.

*Celebrity magazines, **which outnumber news magazines**, are everywhere.*

*It's natural to talk about celebrities, **who we see as successful people**.*

A *which* clause can add information or a comment to the clause before it.

*This obsession is normal, **which is reassuring**.*

*Celebrities come into our homes, **which almost makes them family**.*

In conversation ...

That is more common than *which* in defining relative clauses.

Non-defining and *which* clauses often give opinions as well as information.

Common errors

Do not use *which* for people, or *what* in relative clauses.

B Complete the interview extracts with *who*, *that*, or *which*. If you can leave them out, write parentheses () around them. Sometimes there is more than one correct answer.

1. **Miki** I like to read about the problems (the) celebrities are having, _____ makes me feel better about *my* problems. I don't want to know all the details of their marriages, _____ should be private, but ... just a few things.
2. **Tariq** I'm interested in celebrities _____ can do other things. For example, there's Natalie Portman, _____'s a scientist. She's published in journals, _____ is interesting.
3. **Miguel** Well, I'll occasionally read the gossip in magazines, _____ is probably all untrue anyway. It's a distraction from work, _____ I think we all need. And it gives me something to talk about with my co-worker Jo, _____'s really into celebrity gossip and stuff.
4. **Salwa** Actually, I'm not interested in celebrities, _____ I feel set a bad example. You know, they often think they can do anything just because they're famous, _____ is ridiculous, really.

3 Viewpoint Who's into celebrity gossip?

Class activity Ask your classmates the questions. Are you a celebrity-obsessed class?

- Are you interested in celebrities? If so, what interests you about them?
- How closely do you follow celebrity gossip? Which celebrities are in the news at the moment?
- What other celebrity gossip have you heard about in the last year?

"I'm interested in the clothes that celebrities wear. I mean, they wear some weird things, which is always fun."

In conversation ...

Use *I mean*, ... to repeat your ideas or say more.

4 Speaking naturally *which* clauses See page 138.

Lesson B *The impact of TV*

1 Vocabulary in context

A  CD 1.19 Read the article. Which research did you already know?

The problem with TV

Young people tune into TV for over four and a half hours every single day. That's an **increase in** TV viewing **of** 40 minutes a day compared to a few years ago. But it's not surprising that we're watching more TV. With all the latest technology, TV is now viewed online, on mobile devices such as phones and tablets, or on digital video recorders (DVRs). What's clear is that TV is central to our lives. But what kind of **impact** does it have **on** us?



1 Language development There is a lot of **research on** TV and its effects on children. What is most disturbing is that TV may have a negative **effect on** children's language development. While the results of studies vary, the opinion of most experts is that children under two should not watch TV.

2 Obesity An average teenager sees 6,000 food commercials a year, and most are **advertisements for** fast foods, candy, and sugary cereals. It is also likely that increased TV-viewing time contributes to inactivity. Experts claim that these are two of the main **reasons for the rise in** obesity among young people.

3 Literacy One **problem with** TV is that it reduces the time that students spend reading. Research shows that there is a direct **link between** reading and good test scores, and it's possible that TV viewing is one **cause of** poor test results.

4 Social skills There is also some **concern about** TV and its **influence on** behavior. In one survey, teachers complained that some shows encourage their students to behave badly. Other reports suggest that there is a **relationship between** watching too much TV and bullying.

B Complete the questions with prepositions. Use the article to help you. Then ask and answer the questions with a partner.

- What's one reason _____ the increase _____ TV viewing over the last few years?
- What does the article say about the effects of TV _____ children under two?
- What foods are most food advertisements _____? Is there a problem _____ this?
- What's another cause _____ the rise _____ obesity levels among young people?
- What's the link _____ watching TV and reading? Why is there concern _____ this?
- What impact does TV have _____ students' behavior?

Word
sort

C Which nouns in the article are followed by these prepositions? Write them in the chart. Some nouns take more than one preposition.

_____ about	_____ between	_____ for	<u>increase</u> in
_____ of	_____ on	_____ with	



See page 29.

2 Grammar Linking ideas

Figure
it out

A Rewrite each pair of sentences as one sentence. Use the article on page 22 to help you. Then read the grammar chart.

- Children under two should not watch TV. This is the opinion of most experts.
- We're watching more TV. It's not surprising.
- TV is central to our lives. It's clear.
- There is a direct link between reading and good test scores. Research shows this link.

that clauses

Grammar extra
See page 147.

You can use a *that* clause after these structures. In conversation people often leave out the word *that*.

noun + <i>be</i>	<i>One problem with TV is (that) it reduces students' reading time.</i>
<i>be</i> + adjective	<i>It's clear (that) TV viewing contributes to inactivity.</i>
<i>What's</i> + adjective + <i>be</i>	<i>What's disturbing is (that) TV may have an effect on language development.</i>
verbs, e.g., <i>know, think, say, show</i>	<i>Experts claim (that) watching TV is one cause of obesity.</i>

In conversation ...

Common expressions with *that* clauses:

The thing / problem / point is that ...

What I'm saying is that ...

My feeling / opinion is that ...

B Rewrite the sentences using a *that* clause. Start with the words given, and add a verb when necessary.

- People who watch TV spend more on consumer goods. *Experts ...*
- The majority of families have TV on during mealtimes. *It's disturbing ...*
- Most people multitask and do other things while watching TV. *What's interesting ...*
- Young people who watch a lot of TV are not very happy with their lives. *One recent study ...*
- It's not good for anyone to have a TV in the bedroom. *My feeling ...*
- TV is a good thing because there are lots of good educational programs. *My opinion ...*
- There are too many commercials and not enough good shows. *The problem with TV ...*
- Children are watching so much TV these days. *Teachers are concerned ...*

About
you

C **Pair work** Discuss your reactions to the sentences in Exercise B.

"I'm not surprised that there's a link between spending and watching TV. What I'm saying is that ..."

3 Listening and speaking It's really interesting that ...

A **CD 1.20** Listen. Five people are reacting to information from the article on page 22. Which topic does each person talk about? Write the letters a, b, c, or d.

- | | |
|------------------|-------------------------|
| 1. Maggie _____ | a. Language development |
| 2. Howard _____ | b. Obesity |
| 3. Daniela _____ | c. Literacy |
| 4. Isabel _____ | d. Social skills |
| 5. Tony _____ | |

B **CD 1.21** Listen again. Write the alternative opinion each person gives.

- Maggie says one good thing about TV is that ...

About
you

C **Pair work** Discuss your sentences in Exercise B. Do you agree with the points each person makes?

"I think Maggie is right. What's interesting is that people never talk about how good TV can be."

Lesson C *You know what gets me?*

1 Conversation strategy Adding comments

A How often do you watch online video clips? What different kinds of clips are there? Do you watch movies online, too?

B  CD 1.22 Listen. What does Anna think about video clips? How about Pedro?



Anna Did you see that video clip I emailed you?

Pedro Um, no. I don't generally tend to watch them, which is unusual, I guess. What was it?

Anna Oh, it's a couple of talking cats. It's hilarious.

Pedro Yeah? I don't mind the funny ones. You know what I don't like? People do really dangerous things and video it – like riding bikes off walls.

Anna Which is stupid, I know.

Pedro You know what gets me, too? Some of the home videos people post. They're so boring.


Anna That's true. But you know what's amazing? The number of hits they can get. I mean, they get millions.

Pedro Which is incredible. I just don't get it.

C **Notice** how Anna and Pedro use relative clauses with *which* to comment on their own and each other's statements. Find more examples in the conversation.

"People do really dangerous things and video it . . ."

"Which is stupid, I know."

D  CD 1.23 Complete the conversations with the comments in the box. Then listen and check. Practice with a partner.

1. *A* What kinds of video clips do you tend to watch?

B Mostly music. I subscribe to a few websites, _____.

2. *A* Do you ever watch those video debates on news sites?

B Yeah, they're good. People have very different views on things.

A _____. I like to hear different opinions – it makes you think.

3. *A* Do you ever upload your own videos online?

B My brother does. He'll video anything – even the wall – _____.

4. *A* Do you email video clips to your friends all the time?

B No. It's a pain. I have a friend who's *always* sending clips, _____.
I'll only send one if it's really interesting or funny.


A _____.

- a. which is kind of weird
- b. which is a great way to find new bands
- c. Which is interesting
- d. Which is fine
- e. which is really annoying

About
you

E **Pair work** Ask the questions in Exercise D, and give your own answers. Add comments with *which* . . . where possible.

2 Strategy plus *You know what . . . ?*

 CD 1.24 You can use ***You know what . . . ?*** to introduce a comment on what you are going to say.

You know what's amazing?

You know what gets me?

You know what I don't like?

But you know what's amazing? The number of hits they can get.



A Circle the best option to complete the ***You know what . . . ?*** expression. Compare with a partner.

1. You know what **interests me** / **I hate**? We like to watch people's home videos – why is that?
2. You know what's **amazing** / **so nice**? People waste so much time watching this stuff.
3. You know what's **bad** / **I like**? Anyone can be creative and make a video to upload.
4. You know what's **great** / **gets me**? People upload videos of their friends without permission.
5. You know what **scares me** / **I love**? I might be on an embarrassing video and not know.
6. You know what's **fun** / **annoying**? Some of the ads. They can be hilarious.

About
you

B **Pair work** Start conversations with six of the ***You know what . . . ?*** expressions in Exercise A. Do you agree with each other's views?

A You know what I hate? All those advertisements that come on before the videos.

B I know. They can be annoying. But they're not before every video.

3 Strategies Watching movies

A Complete the ***You know what . . . ?*** expressions with your own ideas, and circle the best ***which . . .*** comments. Then practice the conversations with a partner.

1. *A* It's good that you can watch movie trailers online before you see a movie.
B But you know what _____? The trailers always look exciting. But then, when you see the movie, it's often not that good, which is **fun** / **a pain**.
2. *A* We usually watch movies on DVD. But you know what _____?
They often get stuck – like right at the best part . . .
B Which is really **annoying** / **nice**. The problem is they get scratched.
3. *A* You know what _____? Even though you can watch movies online and everything, the research shows that people still like to go to movie theaters.
B Which is **terrible** / **isn't surprising**, really. It's more fun to watch on a big screen.
4. *A* I hate it when people tell you how a movie ends before you watch it.
B Yeah. But you know what _____? When people tell you every detail about a movie they've just seen, which is just so **exciting** / **boring**.

About
you

B **Class activity** Prepare answers to the questions. Give reasons. Then survey the class. What is the consensus?

- What do you think about online movies and videos?
- Do you have any concerns about their content?
- What are the good things about them? What are the problems?

A Well, one problem with some of the music videos is that they can be offensive.

B I agree. You know what gets me? All that bad language, which is just awful.

Lesson D *A bad influence?*

1 Reading

A Prepare Which of these statements about violence in the media do you agree with?

1. It can make people aggressive.
2. It's just harmless entertainment.
3. It's harmful to children.
4. It should be banned.

B Understanding viewpoints Read the article. Which of the statements in Exercise A would the writer agree with? Find reasons for your answers in the article.

NOT JUST A GAME



¹ Whether we like it or not, violence is part of all mass media. It's on TV and the Internet, in movies, music, and the video games people play. What is most disturbing perhaps is that it's not just in adult entertainment. On a typical Saturday morning, children's television shows up to 25 acts of violence per hour, which means that by the age of 18, the average person has witnessed around 200,000 violent acts. [1 ____]

² What kind of impact does this have on young people? Over 25 years ago, psychologists found that elementary-school children who watched many hours of violence on television had more aggressive behavior as teenagers. In recent years, however, researchers have turned their attention to the problem of violence in video games, which are now a more popular form of entertainment than movies.

³ One disturbing trend in video-game design is the number of games that include extreme violence and killing. Critics of video games are concerned about the impact that these types of video games can have, especially on young people. Violent games are often blamed for aggressive behavior on school playgrounds and, in extreme cases, for the rise in school shootings.

⁴ However, are violent video games the cause of violent behavior? [2 ____]

⁵ Psychologists claim that there is evidence to suggest that playing violent video games really does make people feel, think, and behave more aggressively.

[3 ____] The research also suggests that video games have a greater influence than television because they are interactive and players identify with and take on the role of the killers in the games.

⁶ There are games that reward players for positive, pro-social behaviors such as cooperating or sharing. However, children tend to prefer games that require them to be aggressive, violent, or competitive in order to win. One point that critics of violent video games make is that these games are regularly used as part of military training, where the aim is to desensitize the players to killing. The same seems to be happening to young people, they say.

⁷ [4 ____] In one study, 80 percent of junior high school students said they were familiar with a particular violent computer game, but fewer than 5 percent of parents had even heard of it, which proves how little parents are engaging with this complex issue.

⁸ Isn't it time for us all to take more interest in the effect that media violence has on us, and do something about it?

Reading tip

Writers often ask a question and then answer it to build their argument. (See paragraphs 2 and 4.)

C Read for detail Where do these sentences fit in the article? Write the correct letters in the spaces. There is one extra sentence.

- a. Furthermore, children who enjoy aggressive video and computer games show less pro-social behavior, such as helping people.
- b. Parents need to be more aware of the violent games that their children are playing.
- c. Parents of teenagers are also concerned about violent music lyrics.
- d. By the age of 11, a U.S. child will typically have seen 8,000 murders on TV.
- e. The short answer seems to be "yes."

2 Focus on vocabulary Formal expressions

A Find more formal ways in the article of expressing the underlined ideas. Write the number of words indicated.

turned their attention to

1. Researchers have started looking at video games. (4 words: para. 2)
2. Some games have really bad violence and killing. (1 word: para. 3)
3. People who don't like video games say they are harmful. (2 words: para. 3)
4. Players think they are like the characters in the games. (2 words: para. 5)
5. Children knew about games that their parents hadn't heard of. (3 words: para. 7)
6. Violence in video games is a very difficult subject. (2 words: para. 7)

About
you

B **Pair work** What new facts did you learn from the article? How did the information affect your views on violence in the media? Discuss with a partner.

"I think it's interesting that the average person sees 200,000 violent acts by the age of 18. That has to have an effect on you . . ."

3 Listening and speaking They're just games!

A  **CD 1.25** Listen to part of a lecture about violence and the media. Choose the best phrase to complete the summary of the speaker's argument.

There _____ between violence in the media and crime.

- a. is a clear link b. is no proof of a link c. are a number of links

B  **CD 1.26** Listen again. Circle the correct option to complete the information about the lecture.

1. The speaker **agrees** / **does not agree** that violent entertainment makes people aggressive.
2. Over the last 25 years, there has been a **rise** / **drop** in violent youth crime.
3. Around 90 percent of boys and **14** / **40** percent of girls play video games.
4. He says that people **can** / **can't** tell the difference between fact and fiction.
5. He claims that there is **some** / **no** evidence that games turn people into killers.

About
you

C **Group work** Discuss the questions. Give reasons for your answers.

1. Were you surprised by anything the speaker said?
What did you find most interesting?
2. Do you think there is too much violence in the media?
3. Do you know people who enjoy violent entertainment?
Do they tend to be more aggressive?
4. Should we have the right to choose what we watch and play?
5. Is it possible to stop children from seeing extreme violence? If so, how?



DONNELLY



Writing *Should it be banned?*

In this lesson, you ...

- use topic sentences.
- list ideas.
- avoid errors with listing expressions.

Task Write a paragraph.

Songs with violent lyrics make people more violent and should be banned. Do you agree or disagree?

- A Look at a model** Read the paragraph from an essay. Check (✓) the two good topic sentences below, and choose one to write in the space.

While many people feel that music with violent lyrics should be banned, we need to look closely at this argument. _____ First, the main problem with banning this music is that it becomes more attractive, especially to young people. People who did not listen to it before might become interested in it, which may make it even more popular. Second, there is no proof that this music makes people violent. A lot of people enjoy it, which does not mean that they are violent people. Finally, people can find all kinds of music on the Internet, which means that a ban will not work.

Topic sentences

A topic sentence gives the main idea or topic of a paragraph. The other sentences should support the main idea.

- ☐ a. Music is something that everyone loves.
- ☐ b. I like this type of music.
- ☐ c. It is unlikely that a ban will work for several reasons.
- ☐ d. This music does not make people more violent.
- ☐ e. There are at least three problems with banning this type of music.

- B Focus on language** Circle two more expressions in the paragraph in Exercise A that organize the ideas. Then read the grammar chart.

Listing ideas in writing



*There are at least three problems with banning this music. **First**, it may become more attractive to young people. **Second**, ... **Third**, ... **Finally**, / **Lastly**, people can find all kinds of music on the Internet.*

Writing vs. Conversation

- *First, Second, Finally, and Lastly* are much more common in writing.
- *First of all* is more common in conversation.

- C Brainstorm** What's your answer to the essay question? Think of three reasons to support your answer. Complete the sentences with your ideas. Then compare with a partner.

1. Say if you agree or disagree: *I agree/disagree with the statement that* _____
2. Give reason 1: *First*, _____
3. Give reason 2: *Second*, _____
4. Give reason 3: *Finally*, _____

- D Write and check** Now write a paragraph that gives your answer to the essay question and the reasons for it. Include a clear topic sentence. Then check for errors.

Common errors

Use *First* and *Lastly* when you list ideas.

There are two reasons for this.

First, this music is ... (NOT *At first*, ...)

Lastly, the Internet has ... (NOT *At last*, ...)

Vocabulary notebook *What an effect!*

Learning tip

Nouns and prepositions

When you write down a new noun, find out what prepositions (if any) are used with it. Write a short sentence and complete it with two or more ideas.

concern about
There is concern about obesity.
advertising.
television.

A Complete the notes and sentences with prepositions. Then add another idea that could replace the bold words in each sentence.

1. advertisement for There are a lot of advertisements for ^{children's toys} **fast food** on television.
2. cause _____ One cause _____ low test scores may be **TV viewing**.
3. concern _____ There is a lot of concern _____ **childhood obesity**.
4. effect _____ Advertising may have an effect _____ **children's diets**.
5. influence _____ TV has a big influence _____ **children's behavior**.
6. impact _____ Television has an impact _____ **young children**.
7. link _____ There is a link _____ TV viewing and **language development**.
8. problem _____ One problem _____ television is **the number of commercials**.
9. relationship _____ There's a relationship _____ reading and **test scores**.
10. reason _____ What are the reasons _____ **obesity**?
11. research _____ The research _____ **TV viewing** is very clear.
12. rise _____ There has been a rise _____ **bullying in schools**.

B Word builder Find out which prepositions you can use with these nouns, and complete the sentences. Then use your own ideas to write one more sentence for each noun + preposition.

1. attitude _____ We should change our attitude _____ television and what it can offer.
2. connection _____ There seems to be a connection _____ the amount of television kids watch and their ability to pay attention.
3. information _____ We need more information _____ the effects of bullying.
4. need _____ There's a need _____ better programming on TV.

link between . . .

There's a link between
advertising and diet.

On your own

Make a flip pad of nouns and prepositions.
Write a different noun on every page.