



THE NEWS MEDIA

SKILLS AND STRATEGIES

- Understanding Vocabulary in Context
- Finding Main Ideas

Understanding Vocabulary in Context

Good readers look for context clues to help them figure out the meanings of new and unfamiliar vocabulary. Context clues are the words, parts of words, and sentences that are near or around the unfamiliar word. They can help you guess what an unfamiliar word means. This is an important skill to develop because you don't have to keep stopping to look up unfamiliar words in the dictionary. You can then read more quickly, which makes it easier to remember and understand what you are reading.

Examples & Explanations

The **media** – organizations such as newspapers and television, which provide news and information – are changing quickly because of new technology.

Definition: Writers often define the meanings of important words immediately after writing them. They may introduce the definition by a dash (–), by the word *or*, or by placing the definition between commas right after the word. They may also use the verbs *be* or *mean*: *X is . . .* or *X means . . .*

Symbols can express important messages. For example, the heart often expresses the meaning of love.

Exemplification: Sometimes writers don't give exact definitions. Instead, they give examples that show the meaning of the word. Often, they will introduce the examples with signal words such as *for instance* or *such as*.

The teacher thought about **eliminating** question 4 of the final test. In the end, however, he decided to keep it.

Contrast: Sometimes you can figure out a word because the writer gives a contrast or an opposite meaning. Here the writer says that the teacher thought he might **eliminate** one of the test questions. The word *however* signals a contrast with the next phrase *he decided to keep it*. Therefore, *to eliminate* means the opposite of *to keep*; it means "to remove."

A big news story in March 2011 was the **devastation** that was caused by the Japanese earthquake and tsunami.

General knowledge: You can understand an unfamiliar word by knowing something about the general topic. In this case, you may know that the 2011 earthquake and tsunami caused terrible destruction, so **devastation** means "terrible destruction."

The Language of Vocabulary in Context

Writers often use *context clue signals* – words or phrases that tell the reader that a context clue is coming. Here is a list of signals that can help you find clues in a reading and figure out the meaning of unfamiliar vocabulary.

CONTEXT CLUE SIGNALS		
DEFINITION	EXEMPLIFICATION	CONTRAST
<i>X, or</i> <i>X is</i> <i>X, that is,</i> <i>X means</i> <i>X is defined as</i> <i>X is also called</i> <i>X is also known as</i>	<i>for example</i> <i>for instance</i> <i>such as</i>	<i>but</i> <i>however</i> <i>in contrast</i> <i>on the other hand</i> <i>unlike</i> <i>whereas</i>

Strategies

These strategies will help you understand vocabulary in context while you read.

- When you read an unfamiliar word, don't stop. Continue to the end of the sentence that contains the word, and read the next sentence.
- If you don't understand the general meaning and feel you are getting lost, return to the unfamiliar word.
- Search for signal words and phrases that introduce context clues. There may be signals of definition, exemplification, or contrast. Use the clues to guess the meaning.

Skill Practice 1

As you read the following sentences, think about the type of context clue that can help you figure out the meaning of the word in **bold**. Circle the type of clue. If you can use more than one type of clue, circle all that apply. Then, if any context clues helped you, highlight them. The first one has been done for you.

- 1** When Marcus entered the classroom, he felt calm. However, as soon as he turned over the test paper, he began to feel **agitated**.
- a definition c contrast
b exemplification d general knowledge
- 2** Journalists must be **versatile**. For instance, they must be good at writing, listening to people, speaking, working quickly, and doing research.
- a definition c contrast
b exemplification d general knowledge

- 3 When James worked in the office, his job was **sedentary**. In contrast, when he became a reporter, he was almost always away from his desk.
- | | |
|-------------------|---------------------|
| a definition | c contrast |
| b exemplification | d general knowledge |
- 4 Most people prefer **portable** music players, such as the iPod.
- | | |
|-------------------|---------------------|
| a definition | c contrast |
| b exemplification | d general knowledge |
- 5 The police **estimated** that over 10,000 people came to hear the speaker. They weren't exactly sure of the number because there were too many people to count.
- | | |
|-------------------|---------------------|
| a definition | c contrast |
| b exemplification | d general knowledge |
- 6 The national report said that most of the **illiterate** citizens, those who cannot read or write, live outside of the main cities.
- | | |
|-------------------|---------------------|
| a definition | c contrast |
| b exemplification | d general knowledge |

Skill Practice 2

Read the sentences in Skill Practice 1 again. Using the type of context clues you chose for each sentence, figure out the meaning of each word in **bold**. Circle the correct meaning. The first one has been done for you.

- 1 When Marcus entered the classroom, he felt calm. However, as soon as he turned over the test paper, he began to feel **agitated**.
- | | |
|---|------------|
| <input checked="" type="radio"/> a very nervous | c peaceful |
| b angry | d confused |
- 2 Journalists must be **versatile**. For instance, they must be good at writing, listening to people, speaking, working quickly, and doing research.
- | | |
|---------------------------------------|------------------------------------|
| a able to do one thing | c able to communicate well |
| b able to do lots of different things | d better at one skill than another |
- 3 When James worked in the office, his job was **sedentary**. In contrast, when he became a reporter, he was almost always away from his desk.
- | | |
|-----------------------|-----------------|
| a well paid | c sitting a lot |
| b moving around a lot | d exciting |
- 4 Most people prefer **portable** music players, such as the iPod.
- | | |
|-------------------------|------------------------|
| a advanced | c inexpensive |
| b easy to take anywhere | d not difficult to use |
- 5 The police **estimated** that over 10,000 people came to hear the speaker. They weren't exactly sure of the number because there were too many people to count.
- | | |
|------------------------|------------------------|
| a counted very exactly | c made a careful guess |
| b didn't know | d hoped |

- 6 The national report said that most of the **illiterate** citizens, those who cannot read or write, live outside of the main cities.
- | | |
|---------------------------|---------------------------|
| a unable to read or write | c uneducated |
| b poor | d not very good in school |

Skill Practice 3

The following sentences contain words in **bold** that you may not know. Look for context clues and use strategies to figure out the meaning of these words. Write the meanings on the blank lines. The first one has been done for you.

- 1 From 1930 to 1945, the number of immigrants coming to the United States **declined**. During this time, it was more difficult to get a job, and once World War II started, it was more difficult to travel. However, as soon as the war ended, immigration increased again.
became smaller
-
- 2 Many people believe that energy from the sun and wind – **alternative** sources of energy – are better choices than energy from oil and gas.
-
- 3 There have been many **informative** news stories recently about why our world is getting warmer and what people can do to stop it. These stories have made people think about how to use less energy.
-
- 4 As newspapers became cheaper, more **consumers** began to buy them. And as more people began to buy and read them, newspapers became even cheaper.
-
- 5 The newspaper decided not to print the picture of the plane crash. In the picture, you could see passengers who were dead and badly hurt. They decided the pictures were too **horrifying**.
-
- 6 The chocolates were so delicious that she could not **resist** them. She ate so many pieces that she began to feel sick.
-
- 7 There were many **positive** things about the building project, but there were also many parts of it that the manager did not like.
-

Connecting to the Topic

Discuss the following questions with a partner.

- 1 How do you get your local news? Your national news? Your international news?
- 2 Do your parents get the news the same way you do? How about your grandparents and great-grandparents?
- 3 How did your parents, grandparents, or great-grandparents get the news when they were your age?

Previewing and Predicting

Good readers quickly look over a reading before they begin to read it in depth. This is known as *previewing*. Previewing helps you better understand a reading because it gives you a general idea of what to expect in the reading. One way to do this is to read the title and look at any illustrations and graphic material (pictures, photos, charts, tables, or graphs). Previewing will help you predict what a text will be about.

A Read the title of Reading 1, and look at the photos on pages 7–8. What do you think this reading will be about? Choose the best way to complete the sentence below.

I think this reading will be about ____

- a the history of news.
- b news on the Internet.
- c famous people in the news.
- d the role of the telegraph in the news.

B Compare your answers with a partner's.

While You Read

As you read, stop at the end of each sentence that contains words in **bold**. Then follow the instructions in the box in the margin.

The News Media in the Past

- 1 The news is not new. Humans have always wanted to know what is happening in the world. Prior to newspapers and television, that is, before the news media of today, people wanted to hear information about events and other people. They wanted to hear local news as well as reports from places far away. A long time ago, information traveled **by word of mouth**. Villagers asked travelers questions about what was happening in other villages. Villagers also used to gather around and listen to men known as *town criers*. These men shouted out news from the town square. This human appetite for news has not changed; however, how people learn about the news has changed dramatically.
- 2 Before the invention of printing, people wrote newspapers by hand. For example, over 2,000 years ago, the Chinese government employed educated people to write the news. At about the same time, Julius Caesar, the leader of the powerful Roman Empire, put a daily newspaper on the walls of government buildings and public baths. Because most people were **illiterate** in both China and Rome, the governments also paid people to read the

news aloud. This meant that ordinary people who could not read could also hear the news.

- 3 After the invention of the printing press in about 1440, it became possible to print the news. Printed news came out first in brief one-page reports. These early news reports were not very accurate. Writers often invented stories in order to interest readers. German newspapers, for instance, reported stories about the crimes of Count Dracula. Local people were terrified by



There's always been an interest in learning the latest news.

WHILE YOU READ 1

Use context clues in the next two sentences to figure out the definition of *by word of mouth*. Highlight the clues.

WHILE YOU READ 2

Use context clues in the next sentence to figure out the definition of *illiterate*. Highlight it.

these reports, and often did not know that most of the information was false. The first real newspapers began to appear in England and France in the early 1600s. In 1690, the first newspaper in the United States started in Boston, and by 1752, Canada had its first newspaper. More newspapers appeared in North America in the early 1800s. However, few people read them because most people could not afford to buy a newspaper. The average cost of a newspaper in the United States was six cents, which was a lot of money for most people in those days. In addition, most people at that time were still illiterate.

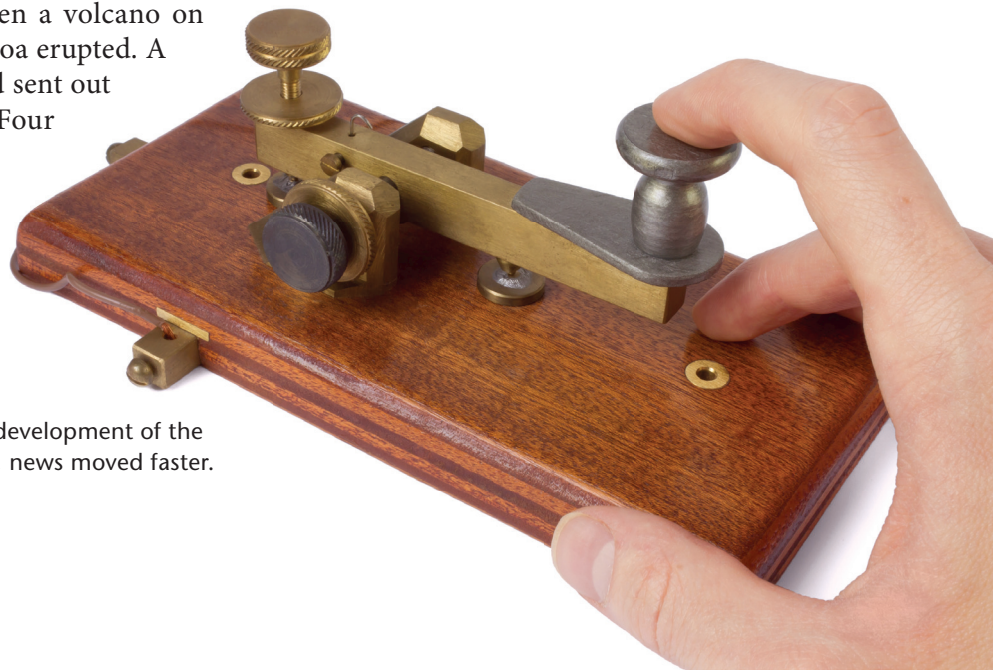
4 By the 1840s, however, life in Europe and North America was changing very quickly, and newspapers were changing, too. New industries needed more educated workers, so there were many more schools. As a result, more people learned to read. Moreover, new technology reduced the price of paper and printing, so newspapers were much cheaper. Finally, in the United States, large numbers of immigrants were arriving. They were eager to find out about their new land and to learn English, and newspapers helped them do both. The *New York Sun*, for example, cost only one cent. It focused on entertaining stories about both famous and ordinary people. The *New York Sun* soon became popular with the public, and more and more people began to read it – especially immigrants, who learned a lot of English by reading newspapers like the *Sun*.

5 The development of the telegraph was the next important change in how news traveled. By the 1850s, 23,000 miles of telegraph wires spanned the United States from one coast to another. This meant that local and national news could travel almost instantly from city to city. Then, in the 1860s, engineers built telegraph **cables**, or large wires, under the oceans. Newspapers could report international news very quickly. However, early telegraph cables often did not work well. When Abraham Lincoln, president of the United States, was assassinated on April 16, 1865, the Atlantic Ocean cable was not working. It took 12 days for news of his death to get to England by ship. However, by the 1880s, international telegraph was functioning well. A good example of this happened in August 1883, when a volcano on the Indonesian island of Krakatoa erupted. A telegraph operator on the island sent out news of this natural disaster. Four hours later, a U.S. newspaper printed the news story about Krakatoa. This was the first time news from a different country was published the same day it happened.

With the development of the telegraph, news moved faster.

WHILE YOU READ 3

Use context clues to figure out the definition of *cables*. Highlight it.



Main Idea Check

The main idea of a reading is what the whole reading is about.

Which sentence gives the main idea of Reading 1?

- a Throughout history, humans have needed to understand the news.
- b The telegraph was an invention that changed how people got the news.
- c Methods for communicating the news are much better today than in the past.
- d Technology has changed the way news is communicated.

A Closer Look

Look back at Reading 1 to answer the following questions.

- 1 There is more interest in the news today than there was in the past. **True or False?**
- 2 Why does the writer include the example about Julius Caesar in paragraph 2?
 - a It shows that the news was more important in the past than today.
 - b It shows that Julius Caesar was an intelligent leader.
 - c It shows that news wasn't important to the Roman people.
 - d It gives information about an early use of written news.
- 3 According to paragraph 3, why didn't most people buy newspapers in the early 1800s?
 - a Most people were immigrants and couldn't speak English.
 - b Readers at that time did not want to read stories about love and crime.
 - c Newspapers were too expensive for most people.
 - d There were only a few newspapers at that time.
- 4 According to paragraph 4, why did newspapers become more popular in the United States in the 1840s? Circle all that apply.
 - a They became cheaper.
 - b They had good stories that people enjoyed reading.
 - c They helped immigrants to learn English.
 - d More people could read.
 - e They gave immigrants news about their home countries.
- 5 The news of the eruption of Krakatoa appeared in U.S. newspapers the day after it happened. **True or False?**
- 6 Look through the reading for the dates listed below. Then match each date with the event that happened at that time.

1690	Krakatoa erupted.
1752	Telegraph cables under the oceans were introduced.
1840s	The first U.S. newspaper started in Boston.
1860s	Newspapers became cheaper and more popular.
1883	The first newspaper in Canada started.

Skill Review

In Skills and Strategies 1, you learned that writers often use signal words and phrases that introduce clues to the meaning of words that you may not know. These may be signals of definition, exemplification, contrast, or general knowledge. Recognizing these signals is an important reading skill.

A Look back in Reading 1, and find and highlight the words in the left-hand column of the chart below. Search for signal words and phrases that introduce context clues. Identify the type of context clue for each word, and put a check (✓) in the correct column below. The first one has been done for you.

WORD OR PHRASE	DEFINITION	EXEMPLIFI- CATION	CONTRAST	GENERAL KNOWLEDGE
prior to (<i>adv</i>) Par. 1	✓			
invention (<i>n</i>) Par. 3				
brief (<i>adj</i>) Par. 3				
spanned (<i>v</i>) Par. 5				
functioning (<i>v</i>) Par. 5				

B Use the type of context clues you chose in step **A** to figure out the meaning of each word in **bold** below. If you need help, go back and reread the clues in or around the sentences that contain the words. Then circle the correct meaning of the words.

1 **prior to**:

- a after
- b while
- c before
- d at the same time

2 **invention**:

- a a newly designed machine
- b a printing press
- c an old machine
- d printed news

3 **brief**:

- a long
- b complicated
- c short
- d difficult

4 **spanned**:

- a started
- b connected
- c reported
- d worked

5 **functioning**:

- a working properly
- b not working properly
- c costing a lot
- d not costing a lot

Definitions

Find the words in Reading 1 that complete the following definitions. When a verb completes the definition, use the base form, although the verb in the reading may not be in the base form.

- 1 A/An _____ person or thing is from a place near to where you live. (*adj*) Par. 1
- 2 People who live in a small town are called _____. (*n pl*) Par. 1
- 3 To get together in a large group in one place is to _____. (*v*) Par. 1
- 4 Acts that are against the law are _____. (*n pl*) Par. 3
- 5 If you are _____, you are really frightened. (*adj*) Par. 3
- 6 When you have enough money to buy something, you can _____ it. (*v*) Par. 3
- 7 People who come to live in a new country are _____. (*n*) Par. 4
- 8 If a person really wants to do something, he or she is _____ to do it. (*adj*) Par. 4
- 9 Thin pieces of metal that carry electricity or other signals are called _____. (*n pl*) Par. 5
- 10 A/An _____ is a mountain that throws fire and hot rocks from a hole in its top. (*n*) Par. 5

Words in Context

Complete the sentences with words or phrases from Reading 1 in the box below.

appetite	average	erupt	natural disasters
assassinated	dramatically	focused on	publish

- 1 The news story _____ the differences between the two international leaders.
- 2 It is important to prepare for _____. It is possible that one will happen near us at some time in the future.
- 3 The government did not want the newspapers to _____ the story. They were worried that people would be unhappy with the government after reading it.
- 4 As people in the Philippines watched smoke coming from the volcano, they knew it was about to _____.
- 5 The _____ cost of a cup of coffee has not increased very much over the past two years.
- 6 When President Kennedy was _____ in 1963, news of his death shocked the world.
- 7 People have always enjoyed stories about the rich and famous, but our _____ for them appears to be growing.
- 8 The total number of smokers in Canada has decreased _____ since the 1990s.

Critical Thinking

In Reading 1, the writer discusses the purposes of the news.

A Which purposes of the news do you think are the most important? Fill out the chart below. Rank each purpose from 1–4, with 1 being the most important.

EXPLORING OPINIONS

Critical readers form their own opinions about important topics in a text.

PURPOSE OF THE NEWS	RANK
Inform people about what is happening in the world.	
Warn people that an important event is going to happen, for example a bad storm.	
Entertain people.	
Help people form opinions about the world and world events.	

B Compare your chart with your classmates' charts. Then discuss which of the following organizations you think should deliver the news, and how the news might be different for each of these organizations.

- The government
- A company that wants to make money
- A company that does not make any money
- A school or university

Research

Think of a major event that happened in your country's history. For example, it could be a natural disaster, a serious crime, or a war. Go online to research the event, and take brief notes. Find answers to the following questions.

- When and where did it happen?
- Who was involved in the event?
- How did people first hear about the event – in the newspapers, on the radio, or on television?

Writing

Write two paragraphs. The first paragraph will describe the event you chose to research. The second paragraph will describe how people found out about the event.

Connecting to the Topic

Discuss the following questions with a partner.

- 1 In the past, the public had to wait for a news report to find out what was happening in the world. What do you do when you need to find out about events that have just happened in the last few hours?
- 2 Do you think that there are any differences in how the news is reported in newspapers, on television, or on the Internet? Explain your answer?

Previewing and Predicting

You will understand a text more easily if you get an idea of its content before you start reading. One way to do this is to read the first sentence of each paragraph and think of a question it might answer. Reading the first sentence can give you ideas about what the writer will develop and explain in that paragraph.

A Read the first sentence of each paragraph in Reading 2, and think of a question you expect the paragraph to answer. Then choose the question below that is most like your question. Write the number of the paragraph (1–5) next to that question. The first paragraph has been done for you.

PARAGRAPH	QUESTION
	How did early television change the news?
	What changes made the radio more convenient?
1	What was the next development in the news after newspapers?
	What are the newest changes in the media?
	How has television news changed the world?

B Compare your answers with a partner's. You and your partner can also think about other questions each paragraph might answer.

While You Read

As you read, stop at the end of each sentence that contains words in **bold**. Then follow the instructions in the box in the margins.

🔊 The History of Electronic Media

- 1 For many years, the newspaper was the main method for communicating news. Then came the radio, which could transmit the news through the air instead of through cables. The radio quickly became very popular. It had a huge impact on the news because people could now listen to **live events**. They could listen to the events at the same time as they were happening, although they were happening far away. In 1924, listeners in England heard the first live international sports event – a cricket match. It came to them from halfway around the world – from Sydney, Australia. Later, during World War II, families everywhere listened to the news from Europe. They could hear the sounds of war. Radio news made events seem closer and more real.
- 2 New technology also made the radio more convenient. The first radios were bulky and expensive, and they used electricity. In the 1950s, there



WHILE YOU READ 1

Read ahead and find a phrase in this paragraph that defines the adjective *live*. Highlight the phrase.

A family gathers around the radio to listen to an early live news broadcast.

was a new kind of radio – the transistor radio. Transistor radios were small and cheap. They also used batteries, so they were portable. These changes made the radio news **accessible** to a larger number of listeners. Even poor people or people who lived far away from any city could now easily listen to a radio. Today, transistor radios are still the most popular form of communication in the world, especially in poorer countries. In fact, there are almost seven billion of them in use today.

- 3 Starting in the 1950s, television brought events into people's homes. For the first time, people could see the news as well as hear it. Because

WHILE YOU READ 2

Read ahead and find a clue that signals the definition of *accessible*. Highlight the clue.

it is so real, television can have a very significant influence on people's ideas and opinions. It has often provided news and information that have led to far-reaching changes in society – changes that have affected people's lives around the world. For example, the Vietnam War was the first war that people could watch on television. Every night on the news, families watched American soldiers and Vietnamese citizens die. As a result, public opinion turned against the war. Finally, this negative news on television every night forced politicians to end the war.

- 4 Television news has become an even more powerful influence around the world since it began broadcasting news **around the clock**. In 1980, the television network CNN started to broadcast global news 24 hours a day, 7 days a week. In 1991, its impact increased when it brought the Gulf War live from Baghdad into people's homes. Live, around-the-clock news is not limited to CNN anymore; there are many other news networks all over the world. For example, in 1996, Al Jazeera television began to bring news and discussion of world events to the Arabic-speaking world. It frequently shows stories that are not available on Western television, and its news broadcasts have had a strong impact on people's views, or opinions, especially in the Middle East. For example, its non-stop reporting of the 2011 revolutions in Tunisia and Egypt had a powerful influence on events in those countries. People who were trying to change the government in these countries watched Al Jazeera to find out where people were gathering on the streets in order to call for political change.

- 5 The pace of change in the media is accelerating. Television is still important, but today traditional newspapers and television are not the sole way to get the news. Digital media have provided other ways to find news. Much of today's news is digital, and it is accessible and convenient. The **digital media** began with the Internet on computers, but it is now available from other delivery systems, such as smart phones, tablets, and MP3 players. People can choose the time, the place, and the delivery system. The media, and how it is delivered, will continue to change as technology changes.

WHILE YOU READ 3

Read ahead and find a phrase in the next sentence that defines *around the clock*. Highlight the phrase.

WHILE YOU READ 4

Read ahead to find examples of where to get *digital media*. Highlight the examples.



Digital media lets people get the news at any time.

Main Idea Check

The main idea of a reading is what the whole reading is about.

Which sentence gives the main idea of Reading 2?

- a Television and radio are not as important today as they were in the past.
- b The news is now available 24 hours a day from all over the world.
- c The invention of television and radio led to important changes in the news.
- d Changes in technology have led to changes in the way the news is communicated.

A Closer Look

Look back at Reading 2 to answer the following questions.

- 1 According to paragraph 1, what was new and different about radio news? Circle all that apply.
 - a It reported events as they happened.
 - b It was cheaper than newspapers.
 - c It quickly reported news from far away.
 - d It broadcast sounds of live events.
 - e It was more popular than other kinds of news.
- 2 Transistor radios were more convenient than older radios. **True or False?**
- 3 Why does the writer use the example of the Vietnam War in paragraph 3?
 - a It shows that television was important for politicians.
 - b It shows that people could see the news on television.
 - c It shows that the television news had a powerful influence on people's opinions.
 - d It shows that war is terrible.
- 4 According to paragraph 4, how did CNN change television news?
 - a It was the beginning of digital news media.
 - b It provided news 24 hours a day.
 - c It broadcast news in Arabic for the first time.
 - d It turned people against the Gulf War.
- 5 Television networks, such as CNN and Al Jazeera, usually broadcast the same stories. **True or False?**
- 6 Paragraph 5 talks about six delivery systems for getting the news. It calls two of them "traditional" and four of them "digital." Complete the chart by putting the six types of news delivery systems into the correct columns.

TRADITIONAL	DIGITAL

Skill Review

In Skills and Strategies 1, you learned that writers often provide clues to the meaning of words that you may not know. Finding these clues is an important reading skill.

A The following words are from Reading 2. Find the words in the reading. Look for clues to help you figure out the meanings. Then match each word with its definition by writing the correct letter on the blank line.

- | | |
|--|--|
| _____ 1 bulky (<i>adj</i>) Par. 2 | a opinions or ways of looking at something |
| _____ 2 far-reaching (<i>adj</i>) Par. 3 | b large, difficult to carry |
| _____ 3 forced (<i>v</i>) Par. 3 | c the only |
| _____ 4 views (<i>n</i>) Par. 4 | d made someone do something they did not want to do |
| _____ 5 revolution (<i>n</i>) Par. 4 | e a sudden and great change, especially the violent change of a system of government |
| _____ 6 sole (<i>adj</i>) Par. 5 | f having a big influence over a wide area |

B Choose the correct word from the list above to complete the following sentences.

- For several years, CNN was the _____ television news network broadcasting around the clock. However, other networks like Al Jazeera now broadcast 24/7.
- The Internet has had _____ effects on how people get the news. Through the Internet, people can get their news whenever they want.
- The first personal computers were very _____. Today, however, laptops are light and easy to carry.
- The war _____ many people to leave their country
- People changed their _____ on women getting jobs after World War I. They realized that women were needed in the workplace.
- The French _____ began in 1789 when the French people decided they did not want the king to control the country.

Definitions

Find the words in Reading 2 that complete the following definitions. When a verb completes the definition, use the base form, although the verb in the reading may not be in the base form.

- 1 To send something electronically is to _____ it. (v) Par. 1
- 2 When something is seen or heard as it is happening, it is _____. (adj) Par. 1
- 3 _____ means easy to use and helpful. (adj) Par. 2
- 4 Small objects that produce power are called _____. (n pl) Par. 2
- 5 The word _____ describes things that are bad or without hope. (adj) Par. 3
- 6 Sending out pictures and sound on the radio or television is called _____. (n) Par. 4
- 7 _____ means relating to the whole world. (adj) Par. 4
- 8 A/An _____ is something that causes a strong effect or change. (n) Par. 4
- 9 When something is _____, it is able to be used. (adj) Par. 4
- 10 _____ is the speed at which something happens. (n) Par. 5

Word Families

Word families are different *parts of speech*, or word forms, that have similar meanings. Some parts of speech are *verbs*, *nouns*, *adjectives*, and *adverbs*. When you learn a word, learn the other words in its word family, too. This will help you to increase your vocabulary.

A The words in **bold** in the chart are from Reading 2. The words next to them are from the same word family. Study and learn these words.

B Choose the correct form of the words from the chart to complete the following sentences. Use the correct verb tenses and subject-verb agreement. Use the correct singular and plural noun forms.

NOUN	VERB	ADJECTIVE
<i>acceleration</i>	<i>accelerate</i>	—
<i>access</i>	<i>access</i>	<i>accessible</i>
<i>influence</i>	<i>influence</i>	<i>influential</i>
<i>significance</i>	—	<i>significant</i>
<i>tradition</i>	—	<i>traditional</i>

- 1 The school has good public _____ because it is near buses and subway stations. It's easy for students to get there.
- 2 Movie stars are very _____. Many young people copy their fashions and behavior.

- 3 Young people today sometimes do not like the _____ of their community. They prefer new ideas and activities.
- 4 There has been a recent _____ in the number of people using a smart phone to send e-mail.
- 5 Many countries celebrate Independence Day. On this day, children often dress in the _____ colors of their country.
- 6 The media often have a strong _____ on public opinion.
- 7 Technology has made a / an _____ change in the way we communicate. Our great-grandparents would be very surprised by the many different ways that people today connect with one another.
- 8 I can _____ my banking information from anywhere in the world.
- 9 Today's cars can _____ quickly. Some can reach 100 kilometers (62 miles) per hour in just a few seconds.
- 10 The technological development that has had the most _____ for online media in the last 10 years has been the smart phone.

Academic Word List

The following are Academic Word List words from Readings 1 and 2 of this unit. Use these words to complete the sentences. (For more on the Academic Word List, see page 257.)

accessible (<i>adj</i>)	dramatically (<i>adv</i>)	global (<i>adj</i>)	negative (<i>adj</i>)	traditional (<i>adj</i>)
access to (<i>n</i>)	focuses on (<i>v</i>)	impact (<i>n</i>)	publish (<i>v</i>)	transmitted (<i>v</i>)

- 1 The report only contained _____ things; it didn't include all the good things.
- 2 The radio had an important _____ on the way people got their news.
- 3 The village in the mountains was not _____ by car.
- 4 The number of people who get their news online has increased _____ since 2000.
- 5 This is a / an _____ business. It has offices on five continents.
- 6 She wore the _____ dress of her country to the party.
- 7 The news often _____ wars and disasters instead of happy things
- 8 Newspapers often _____ photos of celebrities without permission.
- 9 Information is _____ almost instantly by millions of miles of underground cables.
- 10 When I was traveling, I did not have _____ the Internet, so I bought newspapers to keep up with the news.

Critical Thinking

Reading 2 raises several important points that the writer does not fully explain. For example, paragraph 2 claims that transistor radios are still popular today, especially in poorer countries. The writer does not explain why this is true.

A Discuss the following questions with a partner.

- 1 Why do you think people in poorer countries still use radios today in order to get their news?
- 2 There are many twenty-four-hour news networks around the world today. Why do you think these networks are so popular?
- 3 The writer states that Al Jazeera television reports news that is often not available on western networks. Why do you think western television shows different news stories than Al Jazeera?
- 4 The final paragraph suggests that the media will continue to change. In what ways do you think it will change in the future?

B Share your answers with your class.

ANALYZING INFORMATION

Critical thinking involves thinking carefully about important topics that the writer has not completely explained.

Research

Read a front-page story in a newspaper and then find the same story on a news website, such as CNN.com. Take notes about the details of the story. Then find answers to the following questions.

- Which way did you prefer to get your news – from the newspaper or the website?
- Why did you prefer this way?

Writing

Write two paragraphs. The first paragraph will describe the story. The second paragraph will describe how you got the information and which way you preferred to read about this story. Make sure you explain your reasons.



Improving Your Reading Speed

Good readers read quickly and still understand most of what they read.

- A** Read the instructions and strategies for Improving Your Reading Speed in Appendix 3 on page 271.
- B** Choose either Reading 1 or Reading 2 in this unit. Read it without stopping. Time how long it takes you to finish the text in minutes and seconds. Enter the time in the chart on page 272. Then calculate your reading speed in number of words per minute.