

The media: scanning for features

By the end of the lesson I will be able to:

- scan texts for references to features.
- understand how to respond to matching features tasks.
- recognise and use expressions for reporting opinions.



INTRODUCTION

1. Work in groups of three or four. Each choose one question and ask it to four students from other groups. Then tell your group what you found out.

- | | |
|--|--|
| 1. Which type of media do you prefer for staying updated with the news?
A. newspapers
B. TV
C. the internet | 3. How do you prefer to keep in touch with family and friends?
A. social media
B. phone calls
C. emails |
| 2. Which type of media do you prefer to use for entertainment?
A. TV
B. the internet
C. radio | 4. Which source of information do you prefer to use for study?
A. books
B. videos
C. audio recordings |



IELTS SKILLS

2. Look at Paragraph B in the reading passage. Underline five words and phrases that refer to Marshall McLuhan.
3. Sometimes you can find references to someone or something in more than one paragraph of a text. How many paragraphs in the reading passage refer to television?
4. To find the sentences that you need when answering questions, you may need to scan the text and look for more than one thing. Underline the sentences in the reading passage that refer to both of the following.
 1. McLuhan and revolution
 2. Television and bad behaviour
 3. Pictures and buildings



IELTS PRACTICE

5. Answer the questions below on the reading passage.

Do the following statements agree with the claims of the writer? Write

YES *if the statement agrees with the claims of the writer*

NO *if the statement contradicts the claims of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

1. McLuhan's book made people concerned about the effects of media.
2. Violent crime has increased since television was invented.
3. The 'Learning Pyramid' shows that video is the least useful memory tool.
4. In some academic areas, there is less debate about media effects.
5. New forms of media have improved the way politicians are elected.
6. Messages have become more accurate since the arrival of new forms of media.



USEFUL LANGUAGE FOR IELTS

6. The task in activity 10 requires you to locate people's opinions. Three words that introduce opinions are given here as examples. Scan paragraphs C–G and find six more words that introduce opinions.

- | | |
|---------------------------|----------|
| 1. declared (Paragraph B) | 6. _____ |
| 2. argued (Paragraph B) | 7. _____ |
| 3. believed (Paragraph B) | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

7. Put the words that introduce opinions from activity 6 into the table below.

Strong opinion	Medium opinion	Weak opinion



TASK FOCUS

8. Look at the task in activity 10. In your opinion how should you find the information you need to complete the task?

1. Scan the reading passage for key words in statements 1–8.
2. Scan the reading passage for the names A–I.

9. Put the instructions for completing matching tasks in the correct order (1–4).

Instructions for matching tasks

- A. Find a statement that matches person A's opinion. _____
- B. If nothing matches, move on to person B. _____
- C. Find person A's opinion. _____
- D. Scan for person A in the reading passage. _____

10. Complete the task below on the reading passage.

Look at the following statements (Questions 1–8) and the list of people below.

Match each statement with the correct name, A–I.

- 1. There is no connection between media and violent behaviour.
- 2. Media can change political processes.
- 3. Some media helps us to remember better than others.
- 4. Powerful people worry when new forms of media arrive.
- 5. We don't need to think about media when we plan education programmes.
- 6. One form of media can change the way we behave.
- 7. Our choice of media affects what we can learn.
- 8. Some people learn better with one form of media than another.

- | | |
|--------------|-----------------------------------|
| A. McLuhan | F. Fleming |
| B. Gerbner | G. National Training Laboratories |
| C. Gauntlett | H. Kozma |
| D. Ferguson | I. Schroeder |
| E. Clark | |

11. Complete the sentences with words that reflect your own opinions.

- 1. I believe that _____ is the best medium for communication.
- 2. Many people _____ that we won't use _____ for entertainment in the future.
- 3. I _____ that _____ is the most popular website used by my friends.
- 4. I _____ that _____ helps me learn most efficiently.

12. Discuss your opinions from activity 11 in groups.



SELF-STUDY

Read the article about blogging and print. Then make a comment about the article on the webpage.

<https://learnenglish.britishcouncil.org/en/business-magazine/blogging-or-print>

Media or message?

- A. The range of media types available to us is extraordinary. Imagine that you want to catch up on the news. You can pick up a newspaper or a news magazine, check out a website, switch on the radio, watch a 24-hour news channel, check a newsfeed on your smartphone, and so on. Are these essentially just different ways of packaging the same information or does the choice of media somehow affect the 'message' itself? This question is one that has produced heated discussion in several academic fields.
- B. The ground for the debate was prepared when Marshall McLuhan declared in his book *Understanding Media* (1964) that 'The medium is the message'. The point that this pioneer of media studies was making is that changes in media technology have affected society so profoundly that they themselves are the instruments of change, rather than the content they carry. For instance, McLuhan argued that printed material helped people see events in terms of long historical narratives and this, he believed, was responsible for promoting ideas such as revolution.
- C. Such ideas increased concerns that media might have profoundly negative effects on society. In the 1960s, for example, Gerbner developed what he called 'cultivation theory', which claimed that television was slowly but profoundly affecting our understanding of normal social behaviour. Because violence can be portrayed more directly through moving images, Gerbner argued that TV therefore had the potential to make violence more acceptable.
- D. However, the sociologist David Gauntlett argues that new forms of media always produce a kind of moral panic among social leaders, which is rarely justified. Certainly, those who have attempted to prove the link between media and social behaviour have often seen their research roundly criticised. Regarding cultivation theory, Ferguson proposes that any link between violence and media can be explained by differences in psychology and social background between those who choose to watch video media and those who don't.
- E. The 'media versus message' debate also ignited the field of education. In 1994, Clark argued that, in essence, media is merely packaging whereas it is the content that we should care about. 'Media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition', he said. Since the media through which we receive information do not affect *what* we learn, in his view, they needn't affect *how* we design a school syllabus, for example.
- F. Clark's point was that choice of medium only affects our rate of learning, and we may learn with less effort if we select one medium rather than another. It forms the basis for Fleming's VARK learning styles model, which suggests that some of us learn more efficiently with visual data and others with auditory data, and so on. It also chimes with the 'Learning Pyramid' idea, originally formulated at National Training Laboratories in Bethel, Maine, which states, for instance, that video is four times more effective than listening as a memory tool.
- G. Nevertheless, Clark's stance provoked a robust response from Kozma, who insists that learning is far more dependent on media than Clark supposed. Some media are suitable for some learning tasks but not for others. Line graphs, for instance, can convey rate of change in a way that a long series of numbers cannot; photos can communicate more about an architectural style than description can; and a swimming demonstration can be more useful to a learner than oral feedback. Thus, it is the interaction of message and medium that produces learning, and Kozma believes we have to understand how one medium may be more appropriate than another for a given learning objective.
- H. The debate may continue to rage in sociology and education, but there has been no such doubt about the effect of media in the realm of politics. Schroeder, for example, charted the impact of media on US presidential elections. He notes that in 1961 John F. Kennedy was able to enter the White House thanks largely to the way that he appeared on screen during a debate with Richard Nixon. Those who listened to the debate on radio claimed he had lost, while those who watched on TV claimed he had won. The visual information provided by the screen gave quite different information about the health and sincerity of the two candidates. Advertisers are also familiar with the power that music and image have, and their importance in creating brands.
- I. Perhaps then, it is not so much that media changes the messages we receive. Rather, it has added to the range and diversity of messages we can access, and not just in advertising and politics. In society, our many sources of information mean that we can often find messages we want to hear, or that suit our view of the world, and exclude those that we don't like. Similarly, in education, students are able to expand their perspectives by asking questions and finding the answers that they're looking for, developing a far greater range of knowledge than they could get through using traditional education media alone, whether the information that they access is accurate or not. In short, modern media may not have changed messages but it has certainly increased the variety and reduced the quality of the messages available to us. So, whether we're writing an education programme or a manual for bringing up children, it's not so much the range of media that is available to us but learning how to manage it that presents us with the greatest challenge.

Engineering: using contextual clues

By the end of the lesson I will be able to:

- use contextual clues to identify possible words.
- understand and use words to describe diagrams.
- answer diagram labelling questions.



INTRODUCTION

1. Look at these six inventions. Discuss them and put them in order of importance (1–6).

- | | |
|----------------------|-----------------------------|
| 1. The bicycle _____ | 4. The printing press _____ |
| 2. The clock _____ | 5. The steam engine _____ |
| 3. The plough _____ | 6. The water pump _____ |



IELTS SKILLS

2. Match an invention from activity 1 to the diagram in activity 3.

3. Look at the diagram and answer the questions.

1. Which word form is used to fill the gaps?
2. Do the labels have articles?
3. Which label contains an *-ing* form?

4. Read the text below and use it to fill the gaps in the diagram from activity 3.

The procedure for getting water from below ground involves a simple hand pump. Connecting rods join the handle to the pumping mechanism below ground. The pump is held in place by the pump stand. In the first step, pressure is applied and the handle is moved up and down. Below the ground, the water is held inside the walls of the well casing. When the handle is lifted, the bucket piston is pulled up. As this happens the inlet valve is released and water enters. As the handle is pushed down, the water is pushed out of the spout, where it can be collected for use.



USEFUL LANGUAGE FOR IELTS

5. Match the words to their definitions.

- | | |
|---------------------|---|
| 1. step (noun) | A. A long, thin bar which moves another object |
| 2. procedure (noun) | B. A circular object that turns round and round |
| 3. handle (noun) | C. The action of moving in a circle |
| 4. heat (verb) | D. A way of doing something |
| 5. wheel (noun) | E. Join to something else |
| 6. rotate (verb) | F. The part that you hold when using an object |
| 7. connect (verb) | G. Make hotter |
| 8. lever (noun) | H. One of a series of actions |

6. Complete the description below with words from activity 5. Which of the inventions from activity 1 does it describe?

This is the 1. _____ for making the train move. The first 2. _____ is to burn coal in order to 3. _____ the water. Steam from the water pushes a piston. The piston is connected to a long 4. _____ which turns the wheels on the bottom of the train. As the water gets hotter more steam is created and they 5. _____ faster.



TASK FOCUS

- 7. Look at the diagram in activity 9. Predict the word forms you need to fill the gaps.**
- 8. Find the section of the reading passage that explains how the device in activity 9 works.**



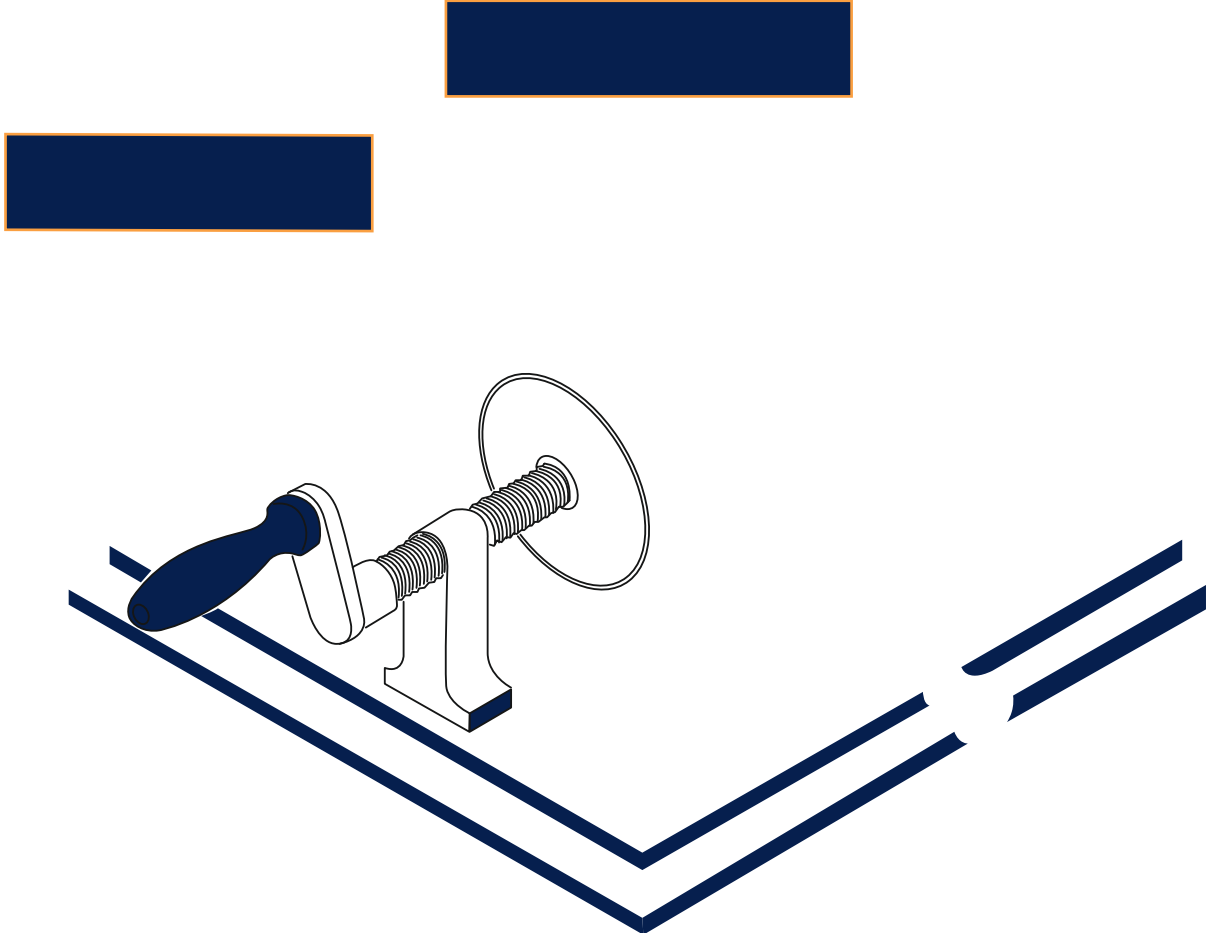
the cylinder was
4. _____ by
turning a handle

9. Answer the questions on the reading passage.

Label the diagram below.

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

Edison's Phonograph



10. Answer the questions below on the reading passage.

Complete the table below.

Choose NO MORE THAN TWO WORDS for each answer.

Invention	Why needed	Success?
Lightbulb	Previous lightbulbs were unreliable, expensive and 1. _____.	Edison's design used a much 2. _____ than previous bulbs.
Electrographic vote recorder	The voting system was 3. _____.	Politicians did not want voting to be 4. _____.
Car battery	Petrol engines were unreliable. Car batteries had a short life and were 5. _____.	His battery was much lighter but did not 6. _____.
Cement kiln	The original kilns were 7. _____.	His kiln was much more effective but too many other companies used it, making cement manufacturing 8. _____.

11. Look at these inventions. Choose three that are essential to you and three that you could live without. Can you think of any inventions that will change how we live in the future?

- | | | |
|---------------|----------------------|---------------------|
| 1. 3D printer | 5. Personal computer | 9. Television |
| 2. Aeroplane | 6. Radio | 10. Washing machine |
| 3. Car | 7. Refrigerator | |
| 4. Internet | 8. Smartphone | |



SELF-STUDY

Download the British Council IELTS Word Power app. Practise different areas of vocabulary you think you need to improve.

<http://tinyurl.com/gluz6m6>

Edison's inventions

- A. Thomas Alva Edison was an American inventor and businessman who was born in 1847 and died in 1931. Edison was a prolific inventor who held over 1,000 US patents in his name and many other patents around the world. His inventions influenced many aspects of the world around him, from electric light to sound recording and motion pictures. Many of these inventions contributed to the establishment of major new industries. Some of Edison's inventions greatly improved on what had gone before but not all were as successful or profitable as he hoped they would be.
- B. One of Edison's earliest and most famous inventions was the phonograph. While other devices already existed that could record the spoken voice none, until this point, were able to play it back. At the centre of Edison's device was a wooden cylinder with a thin sheet of metal foil wrapped around it. A needle attached to a horn pressed against the foil. When a person spoke into the horn their voice was concentrated, and this made the needle vibrate up and down. The cylinder was rotated by turning a handle, and as the cylinder rotated the needle cut into the foil. The depth of the groove cut by the needle depended on how loud or quiet the person's voice was. This groove formed the recording of the person's voice. In order to play back the recorded sound, Edison simply ran the process in reverse. He placed the needle back at the beginning of the groove and turned the handle. As the cylinder was rotated the needle moved along the groove. The needle vibrated and the noise of its vibrations was amplified by another horn.
- C. Perhaps Edison's most famous invention was the lightbulb, although he did not invent it in the strictest sense of the word. Edison was not the first person to make a lightbulb and there were around 20 other versions available when he created his design. However, those that were available then did not work very well, cost a lot of money and were very short-lived. Edison improved the existing bulbs by creating a vacuum in the bulb and using a better filament. Additionally, Edison's lightbulb required significantly lower voltage than the ones that had been used before. This new lightbulb could last over 1200 hours and became the first commercially successful lightbulb.
- D. However, other inventions were less successful. Edison's first patent was for the electrographic vote recorder – invented when he was just 22 years old. He was one of a number of people working for the American government at the time to improve ways of recording votes in Congress. At the time the process was slow as it involved waiting to hear each congressman say 'yes' or 'no' to the item they were voting on. Edison's device enabled each voter to move a switch on a device which pointed to either 'yes' or 'no'. The device then sent an electric current to a device at the clerk's desk. The total number of votes was then recorded in a table that could easily be reported by the clerk. The machine worked well but Edison's friend, another telegraph operator named Dewitt Roberts, tried to sell it to the American government without success. Politicians were happy with a slower system as it allowed more time for debate and negotiation. They had no interest in something that was going to make the process faster.
- E. When cars and engines were first invented petrol engines were very unreliable, so many cars were powered by an electric battery instead. These also had their weaknesses, however. The batteries did not last very long and were extremely heavy, which slowed the cars down. Edison embarked on a project to try to improve the car battery. He and his team tested hundreds of different materials and in the early 1900s announced to a great fanfare, the development of a much improved battery. Unfortunately, while they were nowhere near as heavy as earlier batteries they were unable to perform better than previous models. After poor reviews Edison shut down his factory and started work on a new battery. However, by the time he had improved it, the petrol engine had become the standard way of powering cars.
- F. Edison also made significant improvements to the production of cement. His plant in the Delaware Valley, New Jersey, had the first long rotating kilns (very hot ovens) in the world. Prior to Edison's invention standard kilns were around 20 to 25 metres long. These early kilns were small and this significantly limited production. Edison's kiln was three or four times longer than most available at the time. To make his company more financially stable Edison licensed the design of the kiln to other cement manufacturers. Eventually there were so many other companies using his design that the business became unprofitable. Ultimately, his machine had led to a huge increase in the amount of cement produced, and this caused a large fall in price.
- G. Although Edison had limited financial success with some of his inventions, many people believe that he was one of the greatest inventors of all time. His work went on to influence many other people. He produced one of the first commercially viable laboratories and turned the idea of inventing into a business.

Economic resources: identifying options for filling gaps

By the end of the lesson I will be able to:

- identify possible options for filling gaps.
- respond to summary completion tasks where options are provided.
- recognise common compound words.



INTRODUCTION

1. What do these products have in common?

- | | |
|---------------|--------------------|
| 1. Candles | 5. Petrol |
| 2. Golf balls | 6. Plastic bottles |
| 3. Make-up | 7. Tents |
| 4. Medicine | |



IELTS SKILLS

2. Look at this sentence. Which of the options below could fill the gap?

The world is facing a _____ crisis.

A. strong B. economic C. fuels D. pollution E. healthy

3. Match the explanations to the four incorrect options from activity 2.

1. We don't usually put a plural noun before another noun. _____
2. The word doesn't collocate (go together) with crisis. _____
3. The word doesn't make sense in the gap. _____
4. The word can't go after a. _____

4. Choose the best option to fill the gaps.

1. I got a _____ from the bank.
A. loan B. money C. account
2. The company has a _____ problem.
A. money B. financial C. finances
3. The economy is looking _____.
A. B. rich

4. The government prevented _____ disaster.
A. economical B. economic C. economy
5. There aren't many _____ opportunities at the moment.
A. jobs B. employment C. working



USEFUL LANGUAGE FOR IELTS

5. Create compound words by matching words from column A and column B.

A	B
transport	increase
fossil	supply
production	fuel
wind	cost
tax	network
water	power

6. Which compound words from activity 5 are being described?

1. We burn it to produce energy _____
2. We need it for washing _____
3. Governments can collect more money with this _____
4. A clean source of energy _____
5. A system that we use when we travel _____
6. How much it is to make something _____



TASK FOCUS

7. Look at activity 9. Are these statements about the task true (T) or false (F)?

1. You can complete the task without looking at the reading passage. T/F
2. You have to write down the correct word. T/F
3. You must choose a word from the reading passage. T/F
4. The summary is based on the whole reading passage. T/F

8. Look at activity 9. Choose three options from the list of words that could fill each gap.



IELTS PRACTICE

9. Answer the questions below on the reading passage.

Complete the summary using the list of words, A–O, below.

Write down the correct letter, A–O.

Much of human progress in the twentieth century was due to oil. In particular, it helped **1.** _____ to develop without the use of **2.** _____. It is possible that solar power or **3.** _____ might meet the world's energy needs in the future, but it will be difficult to replace products like plastics and **4.** _____, which rely on oil and which have made mass production possible. Also, we must remember that producing all the energy we need from renewable power is not always **5.** _____. In the future the price of oil is likely to go up. This is not simply because of low oil supplies. Rather it is because there must be a rise in **6.** _____, which will be necessary to protect our **7.** _____. Consequently, costs are likely to rise for all of us.

- | | | | | | |
|---------------------|------------------|----------------------|--------------------|--------------------|-------------------|
| A wind | B waves | C steel | D chemicals | E cheap | F possible |
| G acceptable | H climate | I environment | J transport | K economies | L clothing |
| M lives | N trees | O taxes | | | |

10. Answer the questions below on the reading passage.

Classify the following as relating to

- A** products made from natural resources
- B** products made from oil
- C** products made from natural resources and oil

Choose the correct letter, A, B or C.

1. will be produced in layers _____
2. are now added to sun cream _____
3. will be sent back to shops _____
4. will become cheaper _____
5. will be recycled more _____
6. have led to economic unfairness _____

11. How do you think living in a world without oil could affect you personally? Would you have to make any changes to your lifestyle?



SELF-STUDY

Answer the questions on Reading passage 3 of this IELTS Reading paper.

<http://tinyurl.com/hsa2r3w>

The post-oil economy



- A. Our modern economy has been built on cheap fossil fuels (coal, oil and gas). Low transport costs have transformed the way we make and sell products, creating global production and sales networks. For instance, a company can design clothes in the United States, have the clothes made in Vietnam, and then transport them to Europe for sale. Oil has also enabled a revolution in materials too, giving us cheap plastics, like polyester and PVC that make jackets, shoes, and mobile phones. Fossil fuels also power the furnaces that make glass and steel and produce the electricity that runs factories. Quite simply, mass production and mass consumption would not have happened without oil. But as oil, gas and coal slowly run out, as they must do, will the economy as we know it survive?
- B. One way to ask this question is to consider whether economic growth could have been sustained during the twentieth century without fossil fuels. Take railway development, for example. Before coal was used to power steam trains, wood was used. As a consequence, a great deal of forest was cut down. Fossil fuels replaced wood as a major source of energy, and this had the effect of saving many forests. Power from waves, rivers and tides might go some way to replacing the coal and other fossil fuels that we use, but even if hydroelectric dams were built across all the world's rivers this would only provide a few of the 16–18 terawatts of energy that the world currently consumes. Hope for replacing fossil fuels therefore rests with wind and solar power. These forms of energy could produce tens of terawatts and so it is certainly possible to replace fossil fuels with another energy source. Currently, these replacement sources of fuel are only economically viable due to financial help from governments, but as renewable energy is produced on a greater scale it will inevitably fall in price.
- C. It is unlikely that we will move to a completely oil-free economy, however. For a start, as we have noted, oil has given the economy much more than energy. It would be impossible to grow enough cotton to replace polyester and PVC, or find enough alternatives to phase out chemical products in the short term. And even as far as energy is concerned, there are limitations to renewable power sources. For example, it seems unlikely that electric cars or solar powered planes will be able to manage long-distance travel as efficiently as oil-fuelled vehicles. The creation of the steel used to produce wind turbines will still depend on fossil fuels, and back-up power (when demand exceeds supply on cloudy or windless days) will continue to require the use of non-renewable resources.
- D. It is also clear that the cost of the oil that remains in production must rise. People have long believed that a price increase will be inevitable as a direct result of oil scarcity but, in fact, even if oil and gas don't become as scarce as rapidly as many have predicted, there will be other upward pressures on price in the form of tax increases. Existing supplies of oil would last for around nine years if everyone used oil at the same rate as people in the United States do currently, so if we are to avoid an economic 'shock', it is essential that governments try to weaken our dependency on fossil fuels through rises in taxation. Raising the price of oil will also be necessary to protect the planet from global warming.

- E. A higher oil price means that transport and production costs are likely to rise. This will have a particularly great effect on some areas of the economy. Industries that transport goods, like aviation or shipping, and sectors that rely on transport services, like manufacturing, will have to restructure their practices significantly. For example, they may have to reduce the amount that they import and export across long distances. Consumers might start to see a greater range of goods produced locally. Farms may also diversify and instead of dedicating vast areas to a single product, grow layers of crops on top of each other, with fruit trees, berry bushes, herbs and root vegetables all growing in the same space. People may also see their towns and cities become mixed-use settlements with some small-scale agriculture and industry mixed with housing. Populations could also return to higher density areas, where they can access services like shops and public transportation more easily.
- F. Meanwhile, consumer goods are likely to evolve as scientists look to nature to help them replace oil-based products. Take sun cream, for example. This is currently made using substances derived from oil that block UV rays. However, bacteria living in the sea, known as cyanobacteria, make their own sunscreen molecules which could be extracted and added to sun cream, replacing petrochemicals. In clothes manufacturing, we are likely to see far greater use of recycled materials of all types and high-cost, high-quality products, designed to last for longer. In addition, in the future consumers may return plastic and paper packaging to shops for re-use rather than throwing it away.
- G. If much of this seems like a depressing return to the dark ages, then consider this. The billions that a few wealthy countries have earned from an economy driven by oil products have not stimulated economic development very evenly. The globalisation of trade due to low transport costs has meant that some countries have been reduced to the status of suppliers of agricultural goods to the rich world, and this has done little to make them wealthier. It has been very easy for large companies to scale up their production, and local design and creativity has found it very difficult to compete with this. The frenzy of economic activity that oil made possible has also had a negative impact on a wide range of natural resources, from water supplies to forests. Perhaps the absence of oil will lead to a fairer distribution of economic resources and a more stable, sustainable economy.