


- 4** Find the verbs and verb phrases 1–8 in the article. Match them with their meanings a)–h). Which two verbs/verb phrases collocate with ‘an identity’?

- 1 check out
- 2 spot
- 3 gaze
- 4 conjure up
- 5 follow suit
- 6 project
- 7 take on
- 8 take over

- a) identify
- b) adopt
- c) bring a feeling to mind
- d) control
- e) get information about someone/something
- f) do what someone else has done
- g) try to make other people have a particular idea about you
- h) look in a particular direction for a long time

- 5** Work in groups and discuss. Is the article right about online identities or does it take the issue too seriously? Explain your answers.

- 6**  **1.1** Listen to three people talking about the identities they project on social media. Match the people 1–3 with the facts a)–c).

- 1 Leandra
- 2 Boris
- 3 Carol

- a) likes to share the good things in life.
- b) changes his/her profile photo all the time.
- c) had a profile picture which did not reflect his/her real personality.

- 7** Listen again. Are the sentences true (T) or false (F)?

Leandra

- 1 She chose a photograph which gave the impression that she was more attractive than she really is.
- 2 She doesn't regret projecting an untrue image of herself.

Boris

- 3 He changed his profile photo for no particular reason.
- 4 He wanted people to be curious about him.

Carol

- 5 She likes to tell people when she is happy or sad.
- 6 She feels that the images she posts express her true identity.

- 8** The adjectives in the box are from the recording. Match the adjectives with their meanings 1–8.

upbeat melancholic optimistic enigmatic
solitary insecure confident

A person who ...

- 1 likes to be alone is _____.
- 2 is mysterious and difficult to understand is _____.
- 3 is not very confident about himself/herself is _____.
- 4 is full of energy and enthusiasm is _____.
- 5 is prone to being sad is _____.
- 6 believes in his/her own abilities is _____.
- 7 is hopeful about the future and thinks good things will happen is _____.

- 9** Work in pairs and discuss.

- 1 Do you agree that it is easy to project a different identity of yourself online?
- 2 Do you think this can be dangerous or is it just a bit of fun?
- 3 What other kinds of identity do you think people project in different contexts?



ADVANCED UNIT 2

- 1** Work in pairs and discuss. Use the ideas below.
- If you want to find some information about a particular topic, what do you do?
 - What do you think most people do?
 - What don't people do very often anymore?
 - Go to a library to do some research.
 - Watch an online lecture.
 - Look it up on Wikipedia or another online encyclopedia.
 - Do a Google search and follow the links.
 - Ask somebody you know for advice.
 - Attend a conference by an expert in the field.
- 2** Read the article about accessing opinions and facts in the digital age. How would the writer of the article answer question 1 in Exercise 1?

- 3** Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.
- Nowadays, people are used to getting what they want when they want it.
 - The information we find online is always trustworthy and accessible.
 - Problems arise because information is too easy to obtain.
 - The kind of information we find is different but the way we receive it has not changed dramatically.
 - It is not necessarily a good thing that people watch serious talks about education.
 - With technology's help we can take in complex information more easily.
 - When it comes to obtaining information, attending events and conferences is something long forgotten.

EDITORIAL

An online world of information



The digital age is one of instant gratification. The situation may be familiar to you: you're having coffee or dinner with some friends when somebody asks a general knowledge question. Nobody knows the answer but at least one person gets their smartphone out ready to find it. Where do we go for that info? Chances are it will be a random Google search or a check on Wikipedia. Triumphant, they provide you with the answer. It's information which you don't argue with and then instantly forget – it's **ephemeral**.

The internet seems to be the most popular place to find information these days and it's not hard to see why – it is all just a click away. But, couldn't that also be why problems **arise**? After all, how do we know that the information we read is correct? What is the original source of these facts? And do we really understand the difference between opinion and fact?

Many people argue that all this is a natural consequence of the digital age. It is a more democratic age: we can write and upload our own content and share it happily with others. But generally, online writers **dumb down** the ideas they write about. All that information is there at our fingertips, but it's expressed in shorter, simpler ways and, worse, it's possibly **inaccurate**.

We not only have greater access to information – it is also delivered in ways that previously would have seemed **inconceivable**. In the past if you had wanted to find some academic knowledge, you would have needed to attend a lecture by an expert in the field. Now, websites like TED, Big Think and 99 Percent provide online access to **thought-provoking** talks on all manner of subjects. The most viewed talk by Sir Ken Robinson, called 'Do schools kill creativity?', has been viewed over 36.5 million times. That many views of an academic talk on education surely is worth celebrating.

Does this mean we can trust the internet for opinions, but not so much for facts? That might be a rather simplistic argument, but I think there is some truth in it. Online lectures are a good example. It's also true to say that complex ideas can be made more accessible and dynamic via video. For example, the RSA (the Royal Society of Arts) has a number of online animated lectures, including one on kinetic typography. As the lecturers speak, words and images expressing their ideas **pop up** on the screen making the ideas easier to **assimilate**. It makes academic information more fun!


All this doesn't mean that the digital age has turned us into **hermits** watching everything online. In fact, people attend conferences more than ever before to watch experts deliver their words of wisdom live. Perhaps so much time online means we **crave** that human contact. Whatever the reason, we now have more choice than ever before about where to go for our information. We just have to remember to be critical in our appreciation of it!

4 Look at the words and phrases in bold in the text and try to guess what they mean. Then complete the sentences 1–10 with the correct form of the words/phrases.

- 1 A problem **has arisen** with your booking. I can't find your details online. When did you book the room?
- 2 She became _____ and shut herself away, but that's when she produced her finest work.
- 3 The jury were given _____ evidence about the case and the accused was convicted of a crime he didn't commit.
- 4 A lot of the information on social media is _____. You don't remember any of it the next day.
- 5 One of the most _____ films to come out this year, it could be a candidate for an Oscar.
- 6 When you're _____ a favourite food, like some chocolate, it's difficult to resist the urge.
- 7 That video was too fast for me _____ everything. Can I watch it again?
- 8 Travelling around the globe like we do today would have been _____ years ago. Now we take it for granted.
- 9 The audience didn't know much about the subject so I _____ some of the more complex ideas.
- 10 When you're online, information keeps _____ all the time. It can be very distracting.

5 Work in pairs and discuss.

- 1 Do you agree with what the article says about online information? Why/Why not?
- 2 What do you think the writer means in the last line of the article?
- 3 Can you think of any ideas or opinions that you have accessed online recently and that you would recommend?
- 4 How did you access that information?

6  **2.1** Listen to two people talking about watching public speakers online. In their opinion, what are five ingredients that can contribute to a great talk?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

7 Listen again. Underline the correct alternative.

- 1 David knows *most/only one* of the online lecture sites.
- 2 Beth says that you have to be *stupid/brave* not to use slides in a lecture.
- 3 The problem with slides is that they are *really boring to watch/a barrier between the speaker and the audience*.
- 4 The two kinds of talks that Beth likes are actually *opposites/very similar*.
- 5 The format you choose to give the talk *depends/shouldn't depend* on the subject matter.
- 6 Some of the best talks are *shorter/longer* than the 18-minute average.

8 The words and phrases in the box are from the recording. Complete the sentences 1–8 with the correct word/phrase.

vividly it takes guts gripping in sync with
rely on cope with to get your message across
a whole range of

- 1 _____ to speak in public. I'd be really scared to do that.
- 2 A good speech should include _____ emotions and be serious and humorous at the same time.
- 3 You don't have to speak perfectly in another language, the important thing is _____.
- 4 I _____ remember watching Ken Robinson's talk online for the first time.
- 5 Some speakers are _____ to watch. Just like actors, you can't take your eyes off them.
- 6 You should never _____ a script if you speak in public, you should always be spontaneous.
- 7 A lot of speakers are great but they can't _____ questions from the audience at the end because that part is unpredictable.
- 8 Timing is also important – if you do use slides, it's a good idea for your speech to be _____ the visual material.

9 Work in pairs and discuss.

- 1 Do you agree with Beth's opinion about good public speakers?
- 2 What other qualities are important for public speaking, or what other advice would you give a speaker?
- 3 Have you ever spoken in public? If so, what was it like?

ADVANCED UNIT 3

1 Work in pairs and discuss.

- 1 What is a World Heritage Site?
- 2 Do you know of any World Heritage Sites in your country?
- 3 What kinds of places can be World Heritage Sites?
 - places of natural beauty?
 - cities?
 - monuments?
- 4 Which country in the world do you think has the most World Heritage Sites? Why?
- 5 Think of five possible threats to these sites.

2 Read the article about UNESCO's World Heritage Sites and check your answers in Exercise 1.

3 Read the article again. Underline the correct alternative.

- 1 The World Heritage List consists of sites mainly *unknown/known* to most people in the world.
- 2 The writer believes that UNESCO's criteria for sites of *natural beauty/cultural significance* are subjective.
- 3 The writer is *surprised/not surprised* that the UK's Lake District has not already been selected as a World Heritage Site.
- 4 Threats to natural sites posed by mining are a common problem *all over the world/particularly in Africa*.
- 5 The writer refers to places where visitors to some sites have been *restricted/prohibited* because of damage.
- 6 The writer *agrees/doesn't agree* that Italy should have the largest number of World Heritage Sites.

4A Match 1–8 with a)–h) to make collocations from the article.

- | | |
|----------------|-----------------|
| 1 success | a) damage |
| 2 important | b) tourism |
| 3 natural | c) significance |
| 4 irreversible | d) story |
| 5 tourist | e) factor |
| 6 mass | f) destination |
| 7 aesthetic | g) phenomenon |
| 8 cultural | h) value |

All you need to know about
World Heritage Sites

Did you know that there are now over 1000 World Heritage Sites around the globe? These are places of outstanding natural beauty or cultural significance, which the international community has designated as worth preserving and protecting.

These include China's celebrated Great Wall in the cultural category, Tanzania's Serengeti National Park in the nature category and Peru's historic sanctuary of Machu Picchu, which is actually an example of both. However, most of the list consists of lesser-known sites, which are equally unique and diverse, including the historic city of Timbuktu in Mali and natural wonders such the West Norwegian fjords.

How are these sites chosen? UNESCO bases its decisions on ten criteria. As a 'masterpiece of human creative genius which represents an historical age', it's easy to see why sites like the Pyramids of Egypt are on the list, but for natural wonders, potential sites must 'contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic value.' That begins to sound a little more subjective. Hence there is some debate about those sites which get included on the nature list and those which don't. A good example is the UK's Lake District which, despite being unspoilt, highly picturesque and a major tourist destination, has against the odds, still not been selected. A campaign is now underway for the Lake District to be included in the future.

Worryingly, 48 sites on the World Heritage List are currently considered at serious risk. For sites of natural beauty, climate change, natural disasters, environmental accidents, erosion and pollution all contribute to this risk. Recently, mining and oil exploration, as well as dam-building, have caused irreversible damage, especially in Africa.

For sites of cultural significance, mass tourism can be a problem, especially at the more famous destinations. For example, visitors to the Alhambra in Granada, Spain, are now limited and large groups can no longer visit because of damage to the site. In some parts of the world, looting and vandalism can also be a big issue at sites which don't employ sufficient security guards or other forms of protection. Wars and conflicts can be an important factor in the lack of protection offered at such sites.


Although such threats are worrying, there have been success stories too. The ancient site of Delphi in Greece was recently added to the list after plans to build an aluminium plant nearby were abandoned. The magnificent temples of Angkor Wat in Cambodia have now been safeguarded and the Whale Sanctuary in El Vizcaíno Bay in Mexico has also recently been saved after threats such as oil drilling, development and tourism were averted.

So, if you want to check out a number of World Heritage Sites, which country should you go to? That's easy! It turns out that Italy is the number one country with a grand total of 51 sites on the List, including the cities of Venice, Florence and Siena. It's not hard to see why. There's almost a masterpiece on every street corner!

B Complete the sentences with the collocations in Exercise 4A.

- 1 This initiative is a real *success story* because it has helped protect so many sites around the world.
- 2 _____ can damage many sites, so the number of visitors is sometimes limited.
- 3 Australia's Great Barrier Reef is a real _____, it has a unique ecosystem.
- 4 Many natural sites have unfortunately suffered _____, often because of man's negligence.
- 5 Some sites have enormous _____, like the Alhambra. It is perhaps the most important monument in Spain.
- 6 The _____ of the Taj Mahal is clear. It is real global icon and you can buy lots of souvenirs featuring images of the site.
- 7 Not every World Heritage Site is a popular _____. Most are not well known.
- 8 An _____ in preserving these sites is protecting them from environmental damage.

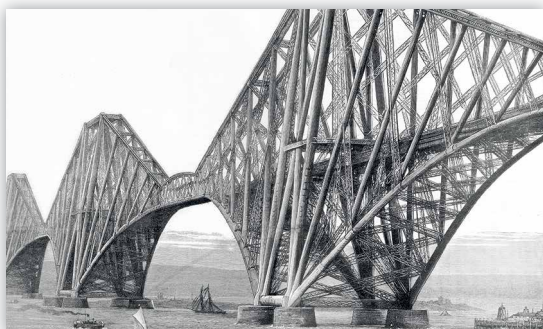
5 If you could nominate a place in your country as a World Heritage Site, which place or places would you choose? Why would you choose them?

6  **3.1** Listen to two people discussing two places in the UK (the Lake District in the North of England and The Forth Bridge in Scotland) that could be added to the World Heritage List. Answer the questions

- 1 What is their opinion about sites of cultural value and natural beauty in the UK?
- 2 What is their main argument in defence of their chosen site?



Grasmere,
Lake District,
UK



Forth Bridge,
Scotland, UK

7 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Linda thinks that the UK has very few sites already on the World Heritage List.
- 2 Gary believes that other countries have more beautiful natural landscapes than the UK.
- 3 Linda prefers the Lake District to the bridge because it is more meaningful to people.
- 4 Gary agrees that the whole of the Lake District is beautiful.
- 5 Linda argues that the Lake District is pure and unspoilt by man.
- 6 Gary says the bridge is a masterpiece of engineering.
- 7 Linda is persuaded to change her mind at the end.

8 The words in the box are from the recording. Complete sentences 1–8 with the words in the box.

milestone	harmony	masterpiece	innovation
aesthetic	landmark	heritage	highlight

- 1 The Taj Mahal has a truly unique _____: a white marble mausoleum and a jewel of Muslim art in India.
- 2 The Tower of London has become the city's _____ over the years. It's one of London's most famous icons, along with Big Ben.
- 3 Four hundred types of coral and 1500 species of fish live in _____ in Australia's Great Barrier Reef – the largest of its kind in the world.
- 4 The whole city of Venice is an extraordinary architectural _____. Even the smallest building contains extraordinary works of art.
- 5 The Sagarmatha National Park in Nepal is amazing, with Mount Everest being the most obvious _____ – of course you can't miss it!
- 6 The Silk Road network in China linked multiple civilisations centuries ago and represents true technical _____.
- 7 The multicultural _____ of Salvador de Bahía in Brazil is evident when you walk around its enchanting streets.
- 8 The Mezquita in Córdoba, Spain, represents a/an _____ in Islamic architecture.

9 Work in pairs and discuss.

- 1 Do you agree with Linda or Gary's point of view? Why?
- 2 Has your opinion changed now about the sites you would nominate for your country? If so, how?
- 3 Which of the World Heritage Sites in Exercise 8 would you most like to visit? Why?

ADVANCED UNIT 4

1 Work in pairs and discuss.

- 1 What do you know about food issues? What do you know about the topics below?
 - Organic food
 - Fair trade products
 - Farm-to-table restaurants
 - Slow food
- 2 Are these topics common/widely discussed in your country? Is the issue of food important in your society?

2 Read the blog post and check your answers to Exercise 1.

3 Read the blog post again. Underline the correct alternative.

- 1 The author finds the prevalence of organic foods in his supermarket *surprising/worrying*.
- 2 He thinks it is important that we *ignore/try to understand* these food labels.
- 3 The organic labels work because consumers *feel better when they buy organic food/think organic food is better quality*.
- 4 The author mistrusts the Farm-to-table movement because *local food doesn't always make sense/some places don't maintain the correct standards*.
- 5 The Slow food movement makes sense because it *teaches us about healthy eating/is a good alternative to fast food*.
- 6 Movements associated with food waste are better because they *are more serious/are not commercial*.
- 7 There have been campaigns about supermarkets throwing away food *before the sell-by date/which doesn't have a perfect appearance*.
- 8 The author believes that the French using 'le doggy bag' is a *sensible/silly* idea.

Posted 18:43

It's organic so it must be good!



One of the most important social issues today is maintaining a healthy diet. Many of us lead an increasingly sedentary lifestyle and eat poorly, leading to a higher incidence of heart disease and strokes. The food industry has thus responded with attempts to make food look healthier but recently its marketing has gone crazy! These days it seems impossible to go into a supermarket without seeing food with 'organic' stamped all over it. But why? Eating a **balanced diet** is surely enough, does it have to be organic as well? The same with restaurants – do they all have to belong to the 'Farm-to-table' category?

Let's remind ourselves of what these terms really mean and why they have such a hold over us **foodies**. For an avocado to be 'organic' it has to have been grown without pesticides and chemical fertilizers. Many countries require producers to obtain a certificate before they are allowed to state that their food is organic. However, this doesn't stop supermarkets calling the most unlikely foods organic without any proof of their origin on the packet. The same goes for 'Fair trade' coffee. How do we really know that those producers in developing countries were paid a fair price for their work? What most cynics think is that these labels are just an excuse to increase prices – people believe that the organic or fair trade option is always going to be superior, and therefore accept that it is more expensive.

Now to the 'Farm-to-table' movement. The idea that the whole process of food production should be local – harvesting, storage, processing, packaging, sales and even consumption – makes so much sense. Why eat food that has been shipped or flown in from across the world? It's not environmentally sound and it can't taste that good. Eating what's fresh and **in season** is great but the big problem is that half of these restaurants don't fulfil the movement's original criteria. You happily **tuck into** your locally sourced meal, but who knows if the standards applied were really that rigorous?

The same is not true of the Italian 'Slow food' movement, the objectives of which are clearly educational. For example, the movement warns us about the risks of processed or **convenience food**, the drawbacks of **factory farms**. It lobbies against government funding of genetic engineering and teaches gardening skills to students and prisoners. The only problem, once again, is that their label is used indiscriminately. My local burger joint is apparently 'Slow food'. Now, how that can be?

I generally have more time for movements which tackle the terrible problem of food waste. Why? Because there's no logo to help sell it. Did you know that in the UK we throw away 7.2 million tonnes of food and drink every year? That costs the country £12 billion! But change is starting to happen. Celebrity chef Hugh Fearnley-Whittingstall's campaign to cut this waste by encouraging supermarkets not to throw away fruit and veg that don't 'look right' has been a great success. In France, new laws now oblige supermarkets to give away unsold food that has reached its sell-by date, and even force restaurants to provide containers for uneaten food or **leftovers**. So, we can all ask for 'le **doggy bag**' the next time we dine in France. Let's hope such changes continue to gather pace in future.

Likes: 12 Comments: 3


4 Complete the sentences with the words/phrases in bold in the blog post.

- 1 We never waste any food in my house, we always eat up all the _____.
- 2 Sometimes we'll buy _____ like a ready meal if we don't have time to cook.
- 3 I never ask for a _____ in a restaurant because I usually eat everything!
- 4 I don't like to buy imported fruit and vegetables, it's always better to eat food that is _____.
- 5 My friends and I don't consider ourselves _____. We'll eat almost anything!
- 6 I think I have a _____. I try to eat a mixture of things and it's usually healthy stuff ...
- 7 ... but occasionally I can't help but _____ a juicy burger!
- 8 I would hate to buy food that comes from _____ – those poor animals!

5 Are the sentences in Exercise 4 true for you? If not, change them so that they are.

6 Work in groups or pairs and discuss. What is your opinion of the blog? Choose one option. Explain your reasons.

- 1 I agree in general, but it's a little cynical. For example, some organic food is really good.
- 2 I disagree. There isn't a lot of interest in these topics where I live. The important thing is to eat well and that's it.
- 3 I agree – we shouldn't be blinded by labels. Educating people about what they eat is more important.

7  **4.1** Listen to two people, Rachel and Charlie, discussing the importance of eating well and answer the questions.

- 1 Why does Rachel believe that diet is important?
- 2 What can be done to help?
- 3 What does Charlie say in response to this?

8 Underline the correct alternative.

- 1 Charlie *likes fast food and/doesn't like fast food* but believes that people should be allowed to eat it if they want.
- 2 Charlie believes that the health service is under pressure because of *the ageing population/poor standards*.
- 3 Rachel believes that people need *more information about food/to eat less food*.
- 4 Rachel says that fast food *is just as unhealthy as always/may have improved a little*.
- 5 Charlie says that there are *a few/plenty of* people who eat healthy food but still get ill.
- 6 Rachel believes that diet *is the number one health issue/is one of many important health issues* out there.
- 7 She believes that there should be warnings on food *similar to/different from* those found on cigarettes.
- 8 Charlie *thinks she has a point but doesn't agree/disagrees with everything she says*.

9 The words in the box are from the recording. Complete the sentences 1–8 with the words in the box.

duty dictatorial patronising self-esteem policymaker stretched epidemic subsidise

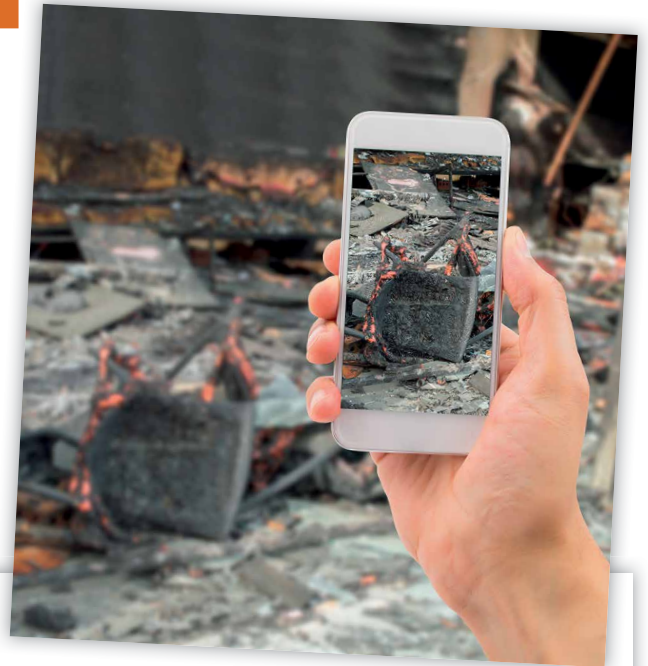
- 1 If you tell people what to do and don't listen to their opinion, you're being _____.
- 2 If you _____ something, you contribute to its cost so more people can benefit.
- 3 You can describe something as a/an _____, meaning that it is unpleasant and is increasing/spreading rapidly.
- 4 If you describe an institution as _____, it is in trouble because it lacks investment, people and/or equipment.
- 5 If you have a _____, you have a legal or a moral obligation to do something.
- 6 If you have high _____, you believe that you are important and deserve to be treated as such.
- 7 A _____ is somebody who has the authority to make new rules or laws.
- 8 If you have a _____ attitude, you behave towards someone as if they were not important or intelligent.

10 Work in pairs or small groups and discuss.

- 1 Do you think diet is an important social issue where you live? Why/Why not?
- 2 Have people's diets changed recently? If so, why? What changes have taken place?

ADVANCED UNIT 5

- 1** Work in pairs and discuss. What do you understand by the term 'citizen journalists'? Choose the best answers.
- 1 People who want to change the world by writing about it.
 - 2 People who witness an event and report on it before the conventional media get to the scene.
 - 3 People who set up their own sites, blogs or radio channels because they aspire to be journalists.
 - 4 People who want to investigate a particular topic because they wish to give it more exposure.
 - 5 People who offer an alternative to official news sources which may ban reporting about a particular topic.
- 2** Read the article about the rise of citizen journalism and check your answers to Exercise 1. What else have you learnt about the topic?



Opinion

You write the news

The way we receive the news is changing fast. In the old days, we would go to the newsstand every morning and buy a newspaper. Now you don't go to find the news, the news comes to *you*. For example, when the singer David Bowie died, I found out when my mobile beeped at 5 o'clock in the morning. The device woke me up to tell me because it was a major news story. This is the nature of breaking news – you find out as soon as something happens, wherever you are and whatever you are doing.

In the case of Bowie's death, I knew the information was genuine as it was published by a verifiable newspaper source. But imagine if I had got the news in a message from a friend or on a social media update – would I have believed it?

That's an important question because today people find out about certain events before professional journalists do. For example, you happen to be walking down the street when you witness a fire, a road accident or something more dramatic like an

erupting volcano. You're there with your mobile phone at the ready to take a photo or video of the scene as events happen. As you got there first, you feel compelled to share your pictures with everybody or send them to your local newspaper. Your image or story can then easily go viral – soon millions of people could be looking at it. This is one kind of citizen journalism – it's entirely amateur and, importantly, the reporting is fortuitous and unplanned.

However, there are other kinds of citizen journalists out there. These are people who are deeply concerned about a particular (possibly local) issue. They may feel that the mainstream press are not giving the topic enough or the right kind of coverage. If, for example, you set up a blog about an issue that concerns you, you can attract people who are on the same wavelength as you, and possibly offer a fresh angle. This allows a news story to be investigated and reported in a different way to that of most professional journalists. For example, in Spain, property evictions have been launched by banks and local councils, but the mainstream media did not

give the story much exposure. Consequently, citizen journalists began investigating the issue and reporting on it. As a result, public awareness of the issue has grown incredibly as those evicted from their homes could have their voices heard.

Citizen journalists also play a vital role at moments of political uprising. For example, in some countries official media may censor reporting of protests or unrest but the news can be leaked out through social media. The fact that politicians and people in the public eye respond through the same channel and use social media to air their views is further evidence of its power and reach.

So, is citizen journalism a good thing for society? Well, it's certainly positive that the general public can help contribute. It makes the news more real and more honest somehow. But, of course, the general public cannot always be trusted (just as some traditional media can't). There is clearly space for both. The important thing is to be open-minded about the news you receive, regardless of where it comes from.


3 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The writer describes breaking news as news which you don't expect.
- 2 He believed the news about David Bowie's death because of the source.
- 3 Eye-witness reporting of news rarely comes about by chance.
- 4 Citizen journalists can work together to investigate a news story from a different perspective to that of professional journalists.
- 5 Social media is primarily used by people who normally don't have their voices heard.
- 6 The writer finishes by stating that citizen journalism is the future of the news.

4 Match the words and phrases from the text 1–6 with their meanings a)–f).

- 1 mainstream
 - 2 be on the same wavelength
 - 3 a fresh angle
 - 4 exposure
 - 5 be in the public eye
 - 6 air one's views
- a) have a similar opinion
b) conventional/normal
c) a new or different perspective
d) give your opinion
e) public attention
f) be well known

5 Work in pairs. Think of a story that has been published recently or that you remember well. How could a citizen journalist have reported it differently? Would it have improved it? If so, how?

6  **5.1** Listen to three different people who have been citizen journalists. What news did they report in each case? How did they report it?

- 1 _____

- 2 _____

- 3 _____

7 Listen again and match the speakers with facts about their stories. There are three pieces of information per person.

Melanie: _____

Roger: _____

Patricia: _____

- 1 He/She got financially rewarded for his/her work.
- 2 His/Her work was about something that had concerned him/her for sometime.
- 3 He/She happened to be at the right place at the right time.
- 4 His/Her work was among the first to be seen by the world.
- 5 His/Her work was important because it altered people's viewpoints.
- 6 His/Her journalistic work was related to other work he/she does.
- 7 He/She sent his/her work to the media.
- 8 His/Her work was 'discovered' by the media.
- 9 He/She used his/her own initiative to get a news story.

8 Match 1–7 with a)–f) to make collocations from the recording. How many other collocations can you make?

- | | |
|-------------|------------------|
| 1 video | a) photographer |
| 2 amateur | b) footage |
| 3 exclusive | c) attitudes |
| 4 biased | d) coverage |
| 5 media | e) viral |
| 6 go | f) misconception |
| 7 common | g) story |

9 Work in pairs or small groups and discuss.

- 1 Where do you get your news? (e.g. podcasts, online, blogs, social media, newspaper media, etc.)
- 2 What do you think of citizen journalists? Do you think they contribute to the ways news is presented or not? Explain your reasons.