

Title	Text Form	Topic	Skills and Activities	page
<b>Lead-in</b>				
<b>The Media</b> IWB	Photos; adverts; screenshots	The changing use and functions of the media	Working with pictures; Think-Pair-Share; keeping a media log	<b>6</b>
<b>Words in Context</b>				
<b>Mass Media and Participatory Media</b>	Informative text	The evolution and use of media	Organizing and using new vocabulary	<b>8</b>
<b>Part A Goodbye, Gutenberg?</b>				
<b>A1 The Vanishing Newspaper</b> <i>Eric Alterman</i>	Magazine article (extract)	The Internet replacing the newspaper	Reading non-fiction; summarizing; working with charts; comparing and assessing different media	<b>10</b>
<b>A2 Movable Type</b> CD	Telephone interview (extract)	The new era of the active media user	Listening comprehension; summarizing; doing research; giving a presentation	<b>12</b>
<b>Part B Television</b>				
<b>B1 New Genres</b> DVD	Video clip (application video)	A talent show for future politicians	Defining terms; viewing skills; assessing a video clip; taking part in a discussion; making a video clip	<b>13</b>
<b>B2 Making Reality – Faking Reality</b> DVD	Feature film (extract)	Creating lifelike illusions	Viewing skills; analysing a film extract; writing an essay	<b>14</b>
<b>B3 The Television Tells Us</b> <i>The Music Tapes</i>	Song	Our relationship to television	Working with cartoons; creative writing; analysing a song	<b>15</b>
<b>Part C Advertising</b>				
<b>C1 The Power of Images</b>	Advertising posters	The effectiveness of advertising posters	Working with pictures; analysing and comparing posters; giving a presentation	<b>16</b>
<b>C2 Reaching the Audience</b> DVD	Public informa- tion film; news report (extract)	The shock value in advertising: a valid means?	Analysing a TV advert; analysing a news report; taking part in a discussion; Think-Pair-Share	<b>17</b>

Title	Text Form	Topic	Skills and Activities	page
<b>Part D Media Literacy</b>				
<b>D1 The Dangers of the Electronic Footprint</b> <i>Hazel Parry</i>	Feature story (extract)	Minding your electronic footprint	Writing a summary; analysing a text; doing a role-play; formulating general rules	<b>18</b>
<b>D2 The Three Stages of Media Literacy</b> <i>Elizabeth Thoman</i>	Essay (extract)	Stages of media literacy	Summarizing an essay; defining technical terms; evaluating statistics; compiling results; evaluating a survey	<b>19</b>
<b>Communicating across Cultures</b>				
<b>Using the Appropriate Register</b> CD	Cartoon; email	cf. title	Working with cartoons; analysing an email; writing an email; mediating	<b>21</b>
<b>Further Practice</b>				
<b>Words in Context</b> CD				<b>22</b>
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<b>Part C</b> CD				<b>25</b>
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<b>Skills Support</b>				
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<b>Skill 2</b> Working with charts and graphs				<b>29</b>
<b>Skill 3</b> Doing research				<b>30</b>
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<b>Skill 6</b> Viewing a film				<b>31</b>
<b>Skill 7</b> Writing a formal letter or email				<b>34</b>
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<b>Acknowledgements</b>				

<b>abbr</b>	abbreviation
<b>adj</b>	adjective
<b>adv</b>	adverb
<b>AE</b>	American English
<b>BE</b>	British English
<b>cf.</b>	confer, see
<b>e.g.</b>	(Latin) <i>exempli gratia</i> = for example
<b>esp.</b>	especially
<b>etc.</b>	(Latin) <i>et cetera</i> = and so on
<b>ff.</b>	and the following lines/pages
<b>fml</b>	formal
<b>i.e.</b>	(Latin) <i>id est</i> = that is, in other words
<b>infml</b>	informal
<b>jd./jdm./ jdn./jds.</b>	jemand/jemandem/ jemanden/jemandes
<b>l./ll.</b>	line/lines
<b>n</b>	noun
<b>p./pp.</b>	page/pages
<b>pl</b>	plural
<b>sb.</b>	somebody
<b>sl</b>	slang
<b>sth.</b>	something
<b>usu.</b>	usually
<b>v</b>	verb

CD 04

indicates that the listening text(s) can be found on the audio-CD in the Teacher's Manual (Track 4).

DVD

indicates that the video(s) can be found on the DVD-ROM/video in the Teacher's Manual.

IWB

indicates that interactive material (for use with an interactive whiteboard or a projector) can be found on the DVD-ROM/video in the Teacher's Manual.

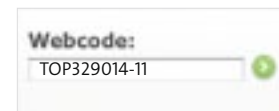
EXTRA

indicates additional (optional) materials and tasks.



**Webcode:** TOP329014-11

is a code that can be entered at [www.cornelsen.de/webcode](http://www.cornelsen.de/webcode). This connects you directly to a specific website related to a section of this book.



**docusoap\***

indicates that the word, expression or name (here: *docusoap*) is explained in the Glossary on pp.46–47.

☆

indicates that the American English pronunciation follows.