Reading

- I Read the article about the changing face of television. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.
- A All we had was the radio, which was enough. resallive.
- B They didn't think I had them in my day.
- C Watching TV today can be very educational.
- D They totally disagreed with me.

- E Why don't we change TV and have fewer channels?
- F Added to that, satellite TV has completely changed our viewing habits.

..../10

The change in television – good or bad?

When I was a kid. TV was different because there were so few channels. In Britain in the 1970s, we had just three channels and they went off before midnight, not coming on again. until after nine in the morning.

I can imagine all you young people out there. oulte unable to imagine life then. Just think we didn't wake up to breakfast TVT (1) It. had songs, a weather report and news. What else is necessary? Which brings me to my point: Has the modernisation of TV really been cood for us?

I would say 'Not' and do you know why? Well, as a child I used to go to school every morning. and chat expitedly with my friends about the funny sitcom or some other programme we'd. watched the night before. Most of us had seen the same programme so it was a shared experience, something we could all talk about.

That doesn't happen so much now. First of all. there are so many different channels to choose from that anytime you turn over, you can find something different to watch, (2) For example, if you want, you can watch sport or cartoons non-stop for 24 hours a day. All this means that when a child arrives at school nowadays. The chances of him or her having seen the same programme as another child are small. This results in people having less in common to talk about. Is that a positive thing? I

'Ves, but' I hear you say, ' (3) After all, this increase in broadcasting time gives us more opportunities to watch documentaries or catch up on the news, doesn't it?" But I wonder

.... Yes, we do get more news from all over the world, but do we actually know more about other places and other cultures? How much Chinese TV do you get?

Anyway, I know my ideas are old-fashioned, so I spoke to my daughter and her friends and asked their opinions. (4) They were very enthusiastic about modern media and particularly about TV. A boy called Zack explained to me that, despite the many channels, young people do normally watch the same things. They all have their favourite reality TV programme, which is something they talk about at school together. They also told me that they were lucky because there were some really good music channels. (5) (I have to admit that I think they're probably right. about that I

Well who knows? Maybe I need to rethink my ideas. What do you say?

Listening

CD Track &

- 2 You will hear people talking in five different situations. For questions 1-5, choose the best answer (A. B or C).
- You hear a woman talking. What did she watch on TV lass might?
- A a soap opera-
- B a game show
- C a char show.
- 2 You hear a man talking. What is his job?
- A reporter
- B police officer
- C cameraman
- 3 You hear a woman being

- interviewed on radio. What does she say?.
- A She doesn't know why she is so Lammous.
- B She has had many different iobs in the media.
- C She has been front-page news several times.
- 4. You hear a discussion on the radio. What is the man's opinion of TV?
- A TV causes damage to our eyes.
- B Being a couch potato is healthy.

- Cit's better not to watch so much TV.
- 5 You bear a TV presenter talking about her job. How does she feel about TV presenting?
- A It can be too demanding at
- B You need to be good-looking to do it.
- C It can be more than just introducing people.

..../10

Answers Cluster2 Unit 5 Test

J.H.M. Hamers, A.J.J.M. Ruijssenaars, K. Sijtsma

Answers Cluster2 Unit 5 Test:

Fairness in Educational and Psychological Testing: Examining Theoretical, Research, Practice, and Policy Implications of the 2014 Standards Jessica L. Jonson, Kurt F. Geisinger, 2022-06-01 This book examines scholarship best practice methodologies and examples of policy and practice from various professional fields in education and psychology to illuminate the elevated emphasis on test fairness in the 2014 Standards for Educational and Psychological Testing Together the chapters provide a survey of critical and current issues with a view to broadening and contextualizing the fairness guidelines for different types of tests test takers and testing contexts Researchers and practitioners from school psychology clinical counseling psychology industrial organizational psychology and education will find the content useful in thinking more acutely about fairness in testing in their work The book also has chapters that address implications for policy makers and in some cases the public These discussions are offered as a starting point for future scholarship on the theoretical empirical and applied aspects of fairness in testing particularly given the ever increasing importance of addressing equity in The Influence of Staff Nurses' Perceptions of Organizational Culture on Inpatient Satisfaction with Nursing Care testing **Teacher's ed** Richard Madden,1983 Official Google Cloud Certified Professional Data Huev-Ming Tzeng, 1997 Engineer Study Guide Dan Sullivan, 2020-06-10 The proven Study Guide that prepares you for this new Google Cloud exam The Google Cloud Certified Professional Data Engineer Study Guide provides everything you need to prepare for this important exam and master the skills necessary to land that coveted Google Cloud Professional Data Engineer certification Beginning with a pre book assessment quiz to evaluate what you know before you begin each chapter features exam objectives and review questions plus the online learning environment includes additional complete practice tests Written by Dan Sullivan a popular and experienced online course author for machine learning big data and Cloud topics Google Cloud Certified Professional Data Engineer Study Guide is your ace in the hole for deploying and managing analytics and machine learning applications Build and operationalize storage systems pipelines and compute infrastructure Understand machine learning models and learn how to select pre built models Monitor and troubleshoot machine learning models Design analytics and machine learning applications that are secure scalable and highly available This exam guide is designed to help you develop an in depth understanding of data engineering and machine learning on Google Cloud Platform Acts of Identity R. B. le Page, Andrée Tabouret-Keller, 1985-07-18 Examining how the complex role of language affects the Creole speaking Caribbean and the West Indian communities in London **Learning Potential Assessment** J.H.M. Hamers, A.J.J.M. Ruijssenaars, K. Sijtsma, 1992-12-31 Learning potential assessment which has lately been receiving a great deal of attention consists of test procedures for measuring children's learning potential procedures that be regarded as an extension of current intelligence testing The 17 chapters included in this volume are based on papers p Spelling Richard Madden, 1983 Soft Computing and Applications Mr. Rohit Manglik, 2024-06-24 Introduces soft computing techniques

like neural networks and fuzzy logic with applications in data analysis optimization and machine learning **Educational Accountability and American Federalism** John Portz, 2023-03-10 This book offers important insights into the complex nature of educational accountability and its role in supporting school improvement By developing two key concepts educational accountability and American federalism the book highlights various types of accountability that take place in different institutional settings By moving beyond the long standing test based administrative approach to accountability the author demonstrates how professional market and political accountability affect teaching learning and educational policymaking The book examines four accountability types administrative accountability professional accountability market accountability and political accountability. The volume guestions why these accountability types vary in their development and use across the country and considers how American federalism national state and local provides different political arenas with variation in ideas interests and institutions that prompt different policymaking approaches The book concludes with a two tier proposal for internal accountability organized around teacher professionalism and external accountability combining elements of school choice and public deliberation This volume will be important reading for scholars and researchers in Federalism Education Policy and Public Administration It will also be beneficial reading for policymakers think tanks and community organizations Business Analytics Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann, 2020-03-10 Present the full range of analytics from descriptive and predictive to prescriptive analytics with Camm Cochran Fry Ohlmann's market leading BUSINESS ANALYTICS 4E Clear step by step instructions teach students how to use Excel Tableau R and JMP Pro to solve more advanced analytics concepts As instructor you have the flexibility to choose your preferred software for teaching concepts Extensive solutions to problems and cases save grading time while providing students with critical practice This edition covers topics beyond the traditional quantitative concepts such as data visualization and data mining which are increasingly important in today s analytical problem solving In addition MindTap and WebAssign customizable digital course solutions offer an interactive eBook auto graded exercises from the printed book algorithmic practice problems with solutions and Exploring Analytics visualizations to strengthen students understanding of course concepts

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