

3.2 Work in pairs and evaluate each other's notes. Check that the notes:

- include all the main points;
- make a distinction between main and secondary points;
- show connections between information.

3.3 Based on what is said in the extract, discuss what further research do you think is needed on the question 'Does media literacy work?'

4 Vocabulary in context: compound nouns



Study tip

Compound nouns (e.g. target audience) express information in a concise way and are very common in academic writing. One way to try to understand them is to 'unpack' the compound noun using a longer explanation.



Target audience ...
this probably means the audience (the readers, listeners, or viewers) that a particular medium, for example, TV or radio, wants or tries to get.

4.1 Work in pairs. Look up any words you don't know in these compound nouns from the text in 3.1. Explain in detail what each compound means.

- 1 advertising texts (line 4)
- 2 media literacy education (line 9)
- 3 media production (line 12)
- 4 high-school English coursework (line 13)
- 5 critical analysis skills (line 14)
- 6 advertising production processes (line 16)
- 7 advertising messages (line 17)
- 8 product demonstrations (line 31)

5 Inferring relationships between sentences

Sometimes, writers signal the relationship between sentences using a sentence connector (a word or phrase that links two sentences). At other times, the reader has to infer the relationship between a sentence and what has come before.

5.1 Find the sentences in the text in 3.1 which include these extracts. What sentence connectors do the sentences begin with? What meanings do they have?

- 1 ... Christenson (1982) developed a three-minute video ... (line 21)
- 2 ... Young argues that knowledge about ... (line 42)

5.2 Find the sentences which begin with these extracts. Explain the relationship between the