

О. В. Викулина, Т. М. Татарина, Л. Н. Юсупова

Mass Media

Part 2.

Analyzing Media

*Учебное пособие по английскому языку
для студентов дневного отделения
языковой уровень Upper-Intermediate*



Петрозаводск
2016

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное
учреждение высшего образования
ПЕТРОЗАВОДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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Издательство ПетрГУ
2016

УДК 811.111
ББК 81.432.1
В439

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В439 Mass Media [в 3 ч.]: учебное пособие по английскому языку для студентов дневного отделения (языковой уровень Upper-Intermediate) / О. В. Викулина, Т. М. Татарина, Л. Н. Юсупова ; М-во образования и науки Рос. Федерации, Федер. гос. бюджет. образоват. учреждение высш. образования Петрозавод. гос. ун-т. — Петрозаводск : Издательство ПетрГУ, 2016.

ISBN 978-5-8021-2886-2

Ч. 2: Analyzing Media. – 54 с.

Данное учебное пособие направлено на формирование медийной и информационной грамотности у студентов с использованием технологии критического мышления. Состоит из двух частей «Introduction to Mass Media» (I часть) и «Analyzing Media» (II часть).

Учебное пособие предназначено для студентов-бакалавров гуманитарных специальностей в качестве основного учебника по спецкурсу «Пресса», а также будет полезно всем, кто интересуется вопросом медиаграмотности. Языковой уровень Upper-Intermediate.

УДК 811.111
ББК 81.432.1

ISBN 978-5-8021-2886-2 (ч. 2)

ISBN 978-5-8021-2887-9

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ВВЕДЕНИЕ

В учебном пособии ставятся следующие цели: познакомить студентов с видами массовой информации, развивать иноязычную коммуникативную компетентность, сформировать медийную и информационную грамотность студентов с использованием технологии критического мышления через чтение и письмо.

Изучив материалы пособия, студенты получают знания из истории развития средств массовой информации (СМИ), изучат страноведческий материал о СМИ в Великобритании и США, смогут понимать разностороннее влияние СМИ на все сферы жизни современного человека; научатся различать формы представления информации в прессе, а также стили подачи этой информации, смогут критически оценивать и анализировать медиасообщения, в частности выполнять всесторонний анализ газетной статьи на английском языке, вести беседы и дискуссии на актуальные, освещенные в СМИ темы, научатся находить и использовать различные медийные источники для написания академических эссе и докладов на социальные и общественно-политические темы.

Учебное пособие «Mass Media» состоит из двух частей «Introduction to Mass Media» (Part I) и «Analyzing Media» (Part II), включает 4 модуля (Module). Первая часть – «Introduction to Mass Media» и «Press», вторая часть – «Newspaper Analysis» и «Analyzing Media». Учебное пособие включает тексты из оригинальных британских и американских источников. Комплекс авторских упражнений содержит большое количество лексических упражнений, упражнений на перевод. Важно отметить, что представленные в пособии упражнения нацелены на проведение занятий в интерактивной форме с применением технологии развития критического мышления (приемы «мозговой штурм», «интеллект-карта», «шесть шляп мышления», «Фиш-боун», «дебаты» и др.). Уровень иноязычной компетентности студентов по Общеввропейской шкале (CEFR) должен соответствовать уровню B2 и выше.

К учебному пособию прилагается учебно-методическое руководство для преподавателя, содержащее множество дополнительных заданий, текстов, ссылок на аудио- и видео-источники, а также ответы к упражнениям.

The press today is an army with carefully organized weapons, the journalists its officers, the readers its soldiers. But, as in every army, the soldier obeys blindly, and the war aims and operating plans change without his knowledge. The reader neither knows nor is supposed to know the purposes for which he is used and the role he is to play. There is no more appalling caricature of freedom of thought. Formerly no one was allowed to think freely; now it is permitted, but no one is capable of it any more. Now people want to think only what they are supposed to want to think, and this they consider freedom.

Oswald Spengler, a German historian and philosopher

MODULE 3. ANALYZING NEWSPAPER ARTICLE

All words have bias. No choice is impartial.

Cambridge English for Media (2008)

Unit 9. Headlines

Starter

Task 1. What's happening in the news right now, both in your country and abroad? Present a news report for the lesson. Be ready to speak out in front of the class or in a group

Task 2. Brainstorm the issue: Do the media have a liberal or conservative bias? Do not forget to prove your position by providing vivid examples.

Reading 1

1. Look at the headline of an article that your teacher presented you on the board. Guess what the article might be about.
2. Read the matching article. Were you right? How different was the real story from what you thought? Why is the headline often misleading?
3. Think what newspaper headlines should look like. What are their main functions?
4. Read the text below thoughtfully. You have 3 minutes. Work in a small group of three. Each group member read only one passage of the text. Assignment 3-2-1-Q: After reading it, list 3 things you learned, 2 things you found interesting, 1 big idea from the text and write down 1 question remained unclear.
5. Discuss your responses with the group. Then, let the other group members read the other parts of the text to find the answer to your question. Discuss the questions.

The newspaper headline is considered to be a specific genre of journalism with its own language and features.

The main function of the headline is to inform the reader briefly of what the text that follows is about. Headline is the most concise form of giving information. Apart from that, headlines also carry **appraisal**, i. e. they show the reporter's or the paper's attitude to the fact reported or commented on, thus also performing the function of instructing the reader.

A notable linguist I. R. Galperin defines the following typical syntactical patterns of headlines:

- a) Full declarative sentences: e.g. 'They Threw Bombs on Gipsy Sites' (Morning Star)
- b) Interrogative sentences: e.g. 'Do you love war?' (Daily World)

- c) Nominative sentences: e.g. ‘Atlantic Sea traffic’ (The Times)
- d) Elliptical sentences:
 - with an auxiliary verb omitted, e.g. ‘Initial *report not expected* until June!’ (The Guardian)
 - with the subject omitted, e.g. ‘Will win’ (Morning Star)
 - with the subject and the part of the predicate omitted, e.g. ‘Off to the sun’ (Morning Star)
- e) Sentences with articles omitted: e.g. ‘*Step* to Overall Settlement Cited in *Text of Agreement*’ (International Herald Tribune)
- f) Phrases with verbals – infinitive, participle and gerund; e.g. ‘*To get* US aid’ (Morning Star), ‘*Keeping* Prices Down’ (The Times), ‘*Speaking* parts’ (The Sunday Times)
- g) Questions in the form of statements: e.g. ‘The worse the better?’ (Daily World)
- h) Complex sentences: e.g. ‘Senate Panel Hears Board of Military Experts Who Favoured Losing Bidder’ (The New York Time)
- i) Headlines including direct speech introduced by a full sentence, e.g. ‘Tell Margaret I love her’ he said and then died’ (Sunday Express) or introduced elliptically, e.g. ‘The Queen: My deep distress’ (The Guardian)

The Headlines in English language newspapers can be very difficult to understand. One reason for this is that newspaper headlines are often written in a special style, which is very difficult from ordinary English. In this style there are special rules of grammar and words are often used in unusual ways. In addition to Galperin’s classification which covers the most typical patterns, it is worth paying special attention to some headline grammar features with some vivid examples:

✓ Headlines often contain a string of three, four or more nouns; nouns earlier in the string modify those that follow: e.g. ‘Franco Plans Trial’, ‘Furniture factory pay cut row.’

Headlines like these can be difficult to understand. It sometimes helps to read them backwards. ‘Furniture Factory Pay Cut Row’ – Row (disagreement) about a Cut (reduction) in Pay at a Factory that makes Furniture.

Many headline words are used as both nouns and verbs, and nouns are often used to modify other nouns. Therefore, it is not always easy to work out the structure of a sentence.

Compare: e.g. ‘We cuts aid to third world’ (= The US reduced its help... cuts is a verb, aid is a noun). ‘Aid Cuts Row’ (= There has been a disagreement about the reduction in aid.’ Aid’ and ‘Cuts’ are both nouns).

‘Cuts Aid Rebels’ (= the reduction in aid is helping the revolutionaries. Cuts is a noun, Aid is a verb).

✓ Simple tenses are often used instead of progressive or perfect forms. The simple present is used for both present and past events.

Compare: e.g. ‘Blind girl climbs Everest’ (= she has climbed it); ‘Studentsfight for course changes’ (= they have fighting in order to change the course).

Mostly, past events are denoted with present tense verbs: e.g. ‘Diana finds death in Paris’

The present progressive can be used, especially to talk about changes.’ Be’ is usually dropped. e.g. ‘Britain getting warmer, say scientists’; ‘Trade figures improving.’

✓ Headlines often use infinitives to refer to the future; e.g. ‘PM to visit Australia’; ‘Hospitals to take fewer patients.’

✓ Auxiliary verbs are usually dropped from passive structures, leaving past participles. e.g. ‘Murder Hunt: Man Held’ (= ...a man is being held by police.)

'Six killed In Explosion' (= Six people have been killed...).

Note that forms like 'held', 'attacked' are usually past participles with passive meanings, not past tenses (which are rare in newspaper headlines). Compare: e.g. 'Aid Row: President Attacked' (=...The President has attacked.) vs 'Aid Row: President Attacked Critics' (=...The President has attacked her critics.) and 'Boy Found Safe' (= The missing boy was found safe.) vs 'Boy Find Safe' (= A boy has found a safe.)

Headlines very often contain emotionally colored words and phrases. To produce a strong emotional effect, broken-up set expressions and deformed special terms are commonly used.

The Headline of news items do not just give information about the event, but often contain elements of appraisal: 1) the subject-matter(characteristic words); 2) emotionally colored words; 3) elements of emotive syntax. Headlines are usually written in bold and in a much larger size than the article text. Front page headlines are often in upper case so that they can be easily read by the potential customer. Headlines in other parts of the paper are more commonly in sentence case though title case is also used.

Thus, journalists use a variety of techniques in order to attract and keep their reader's attention. They are lexical and stylistic devices or **gimmicks** (puns, word play, similar, metaphor, alliteration, rhyme, etc.). For example, feel the use of alliteration: 'Teaming is tops for training'.

Another example of gimmicks is intertextuality, it means 'reference to familiar phrases', which are already known to the reader, many of them are coming from film and book titles or the words of songs. As we can see, headlines tend to omit function words and concentrate on the information-rich content words, much like a telegram. However, sometimes, of course, the very briefness of headlines makes them ambiguous and difficult for the English language learners to understand¹.

6. Read the examples of newspaper headlines and match them with the techniques used. You may use a dictionary to be familiar with unknown words.

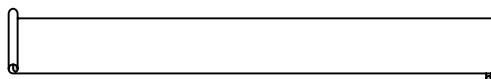
- a) **obamaloosing his hearing?**
- b) Murray reaches last eight in Brisbane
- c) **Tunisian terror museum to reopen**
- d) **London 2012 Olympic ticket resales suspended**
- e) **Fergie off the hook despite blasting assistant ref Cann after Chelsea comeback**
- f) **Police hold teen over kidnap and murder of young mum**
- g) **two dead in killer storms**
- h) Sharapova wins Brisbane title

-
- 1) Omission of articles;
 - 2) Passive sentences written without the auxiliary verbs;
 - 3) Present Simple used for a completed action;
 - 4) Infinitive used for future actions;
 - 5) Leaving out the words which can be guessed from the text;
 - 6) Punctuation used to add new meaning;

¹ Adopted from http://knowledge.allbest.ru/languages/3c0a65625b3ac78a4c43b89521206d27_0.html

- 7) Preposition change: in = involved in; over = about, because of; for = in favour of
 8) Omission of the verb 'be'

7. Have a closer look at the headlines c), e) and f) again from Exercise 5. Guess what the article might be about. Find and read the matching articles to see if you were close.

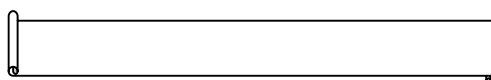


A teenager remained in police custody today after being arrested over the kidnap and murder of a young mum in east London.

Kirsty Treloar, 20, was heard screaming hysterically when **an intruder broke into** her home, in Brownlow Road, Hackney, shortly before 7am on Monday. The man **knifed** her sister Gemma, 24, and brother Dean, 22, before **snatching** her and **fleeing** the bloody scene in a grey Fiat Stilo.

Mum-of-one Kirsty was **found dead** in the vehicle around 90 minutes later less than two miles away. Officers involved in a major **manhunt** arrested a 19-year-old **suspect** at about 1pm today in the Hackney area, Scotland Yard said. Following the attack, Dean is said to be stable and Gemma was treated for a minor injury. Kirsty's one-month-old baby **miraculously escaped** the terrifying **violence unharmed**².

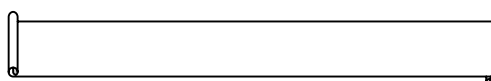
(4 Jan 2012)



TUNISIA'S Bardo Museum is to reopen today – less than a week after **a terror attack** that claimed the lives of at least 22 people.

Brit mum Sally Adey, 57, a solicitor from Caynton, Shropshire, was among those killed by Jihadists last Wednesday in the capital of Tunis. Museum bosses are planning a concert and **public rally** to show that the **gunmen** – thought to be fighting for Islamic State – “haven't achieved their goal”. Yesterday, Tunisian prime minister Habib Essid sacked six police chiefs after claims security at the museum was not **up to scratch**. A Tunisian police officer, a local and a large group of tourists visiting the archaeological museum were **gunned down in the attack**. Two of the gunmen were killed by **security forces** with another thought to be on the run. They are said to have been trained in Libya in an area controlled by **IS militants**. The attack was the deadliest in Tunisia since the **uprising** which led to **the overthrow of long-serving ruler** Zine al-Abidine Ben Ali in 2011³.

(24 March 2015)



Manchester United manager Sir Alex Ferguson will not face a disciplinary charge over his criticism of **linesman** Darren Cann in Sunday's 3-3 draw at Chelsea.

² www.mirror.co.uk/news/uk-news

³ www.dailystar.co.uk/news/latest-news

Ferguson's joy at seeing his team come back from 3-0 down was tempered to an extent by his anger at Cann's decision not to **flag for a foul** by Gary Cahill on Danny Welbeck after the Red Devils striker raced through in the first half. The United boss thought Chelsea debutant Cahill should have **beensent off** as he was the last man, and **launched** an angry tirade against Cann after the match.

Ferguson said: 'They should've had a man sent off... (but there was) nothing, no decision.' It is understood the Football Association ruled that the Scot was within his rights to criticise Cann, and that he did not question the **assistant referee's** integrity with his comments. The decision will come as a relief to the United manager, who was hit with a **five-match touchline ban** and a £30,000 fine last March after the same fixture. Then, after seeing his team lose 2-1 at Stamford Bridge, Ferguson **in-curred the wrath of the FA** by claiming Martin Atkinson did not **referee the game fairly**⁴.

(6 Feb 2012)

8. Paraphrase the headlines from Exercise 6, write full sentences.

9. Look at these headlines. What do they actually mean? Write full sentences.

At least 16 dead in China bus crash

Sick pet killer who microwaved friend's cat jailed

Give me the dosh and I'll coshUtd

10. Find the newspaper headlines with:

a) alliteration b) rhythm c) homophone d) intertextuality e) metaphor f) eponym

(1) **MY FUR LADY, ZARA THE BOHEMIAN**

(2) **CRIME OF THE TIMES**

(3) **TIME IS RUNNING OUT**

(4) **BUTTER BATTLE SPREADS**

(5) **FUN IN THE SUN: ten top holiday destinations.**

(6) **LET'S NOT RUMSFELD AFGHANISTAN**

(7) **Drug War No More**

(8) *Obamacare website 'a recovering patient'*

(9) **SPANISH SPECIAL: TASTY TAPAS RECIPE**

(10) **MAKE YOU HOUSE GREEN AND CLEAN**

(11) **WOMEN WHO SMOKE HAVE LIGHTER CHILDREN**

⁴ www.dailymail.co.uk/sport/football

11. Read the information below. Take different online newspapers and news websites to find these examples in headlines.

Short words save space, and so they are very common in newspaper headlines. Some of the short words in headlines are unusual in ordinary language (e.g. *curb*, meaning ‘restrict’ or ‘restriction’), and some are used in special senses which they do not often have in ordinary language (e.g. *big*, meaning ‘attempt’). Other words are chosen not because they are short, but because they sound dramatic (e.g. *blare*, which means ‘big fire’, and is used in headlines to refer to any fire). The following is a list of common headline vocabulary.

words	definition	example	your example
Act	take action, do something.	‘Foot Crisis: Government to <i>act</i> ’	
Aid	military or financial help, to help	‘More <i>aid</i> for poor countries’. ‘Unions <i>aid</i> hospital strikers’	
Alert	alarm, warning	‘Flood <i>alert</i> on east coast’ ‘ <i>Allege</i> – make on accusation’ ‘Woman <i>alleges</i> unfair treatment’	
Appears	appear in court accused of a crime	‘MP to <i>appear</i> on drugs charges’	
Axe	abolish, close down: abolition, closure	‘Country bus services <i>axed</i> ’ ‘Small schools face <i>axe</i> ’	
Curb	restrict	‘ <i>Curb</i> Your Economic Pessimism’	

12. Make headlines for these articles.

a) Can you believe these celebrities are the same age?

b) The other victims of the Palestinian conflict are zoo animals in the war-torn Gaza Strip.

c) How do you grieve when you lose an internet friend?

13. Read this short passage. Do not forget that good headlines grab attention.

Reporters don’t write headlines. Headlines are added later by a subeditor whose aim is to attract a reader’s eye to the reporter’s story. This can sometimes result in one of the following: 1) Headlines that bias readers for or against the facts in the article. Such headlines often use words with strong emotional connotations. 2) Headlines that give a false impression of the contents of an article.

Write possible headlines for these articles. Work individually, then, present them to the class. As you review the list of possible headlines, consider: Which would be the most accurate headline? Which headline(s) would attract most readers? Which headline(s) are cleverly written? Which headline(s) are unfair in some way? What way? What type of newspaper would each headline be found in? Vote for the best headlines.

The Obama administration’s whiplash decision last week to allow oil and gas companies to drill along a wide area of the Atlantic Coast is a big mistake. The facts support a ban on offshore drilling not only in the wilds of Alaska – as the administration has announced – but also along our densely populated, economically vibrant and environmentally diverse Eastern Seaboard died.

<http://www.nytimes.com/>

More than a third of children now live with unmarried parents in non-traditional families, according to official figures. Only 63 per cent of dependent youngsters lived in a home headed by a married couple last year, according to the Office for National Statistics – a drop of three percentage points on 2004.

<http://www.dailymail.co.uk/>

14. Scavenger hunt.

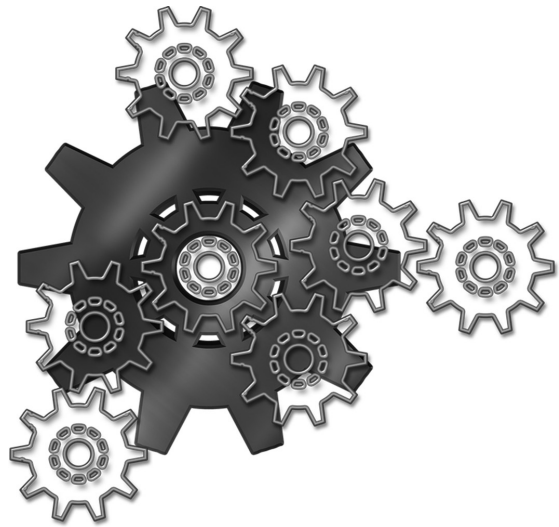


This activity is a race, but the prime objective is to work together within your group to get the job done. Teamwork is the key.

Write down the italicized words from the unit. Explain in English what they mean and/or give the Russian equivalent. Study the card that your teacher will give you or see *Photocopiable material*. The winner is the first group which is able to complete the full

vocabulary list and comes up to the board to present it in front of the class.

Good luck! Get! Set! Go!



Speaking

15. Read a short excerpt from an article. Draw your attention to the highlighted phrase. Answer the questions below.

CNN news – Manchester United manager Alex Ferguson has been banned for five matches following his outburst against referee Martin Atkinson, the English Football Association (FA) said Wednesday... Ferguson, who has 48 hours to lodge an appeal, said last weekend that he would be mounting a vigorous defense, *claiming that a media outcry had led the FA to charge him*⁵.

a) What did the football manager mean saying this? What matter is raised here? Discuss in pairs and report back to the class for further discussion.

b) Do you think the media are obsessed with fame and celebrity? Or are you convinced that celebrities take use of media to earn more fame and get publicity? Have a debate round.

Project work

16. This activity is a take-home assignment. Each student finds a photo in a newspaper, brings it to the class. Then the pictures must be jumbled. Each student chooses a picture by guess-work. Now write your own headline and/or short article to match the picture. Students can read their articles to the class or work in pairs to share their work.

⁵ <http://edition.cnn.com/2011/SPORT/football/03/16>

Unit 10. Newspaper style

Literature is the art of writing something that will be read twice;
journalism what will be grasped at once.

Cyril Connolly

Starter

Task 1. What's happening in the news right now, both in your country and abroad? Present a news report for the lesson. Be ready to speak out in front of the class or in a group

Task 2. In groups, discuss the following questions:

1. How objective are the newspapers in your country?
2. What do you know about the political slant of newspapers in English speaking countries?
3. Do you think newspapers should be objective? Explain why/ why not.
4. What kind of article do you prefer: opinion-based or fact-based?

Reading 1

1. Look at the two versions of *Little Red Riding Hood*: the first (unfinished) version written by a traditional storyteller; the second by a newspaper journalist. What differences do you see in the way each tells the story? Try to identify the features of the style from grammatical, lexical and stylistic points. Prove it using the text.

LITTLE RED RIDING HOOD

Once upon a time, in a small cottage on the edge of a great, gloomy forest, there lived a mother and her daughter. Everywhere the little girl went she wore a red woolen riding bonnet made by her old grandmother, so everyone called her Little Red Riding Hood⁶.

One day her mother said to Little Red Riding Hood, 'Your grandmother is ill in bed and I have made some cakes for you to take to her.' Little Red Riding Hood was happy to visit her grandmother, so she took the basket of cakes, said goodbye to her mother, and set off through the forest.



The forest was dark and mysterious. Some children would have been scared, but Little Red Riding Hood had lived there all her life and loved the great green leafy trees and the soft crunch of pine needles. The little furry animals, who were her good friends, peeped shyly out at her as she tripped gaily past...

⁶ The picture is taken from: <http://jeanporter.cmswiki.wikispaces.net/> (06.04.15).

WOLF KIDNAPS GRANNIE! HUNTER RESCUES TERRIFIED TEENAGER

FORESTVILLE. Sunday. Hunter Dan Brice, 35, today shot and killed a wolf as it attacked attractive Forestville teenager, Little Red Riding Hood, 13. Miss Hood owes her lucky escape to the prompt action of Mr Bushy Tail, a squirrel of 10 Leafy View, who witnessed the attack and ran to fetch Hunter Brice. The wolf tried to pretend he was my grannie,' explained Miss Hood,'but his teeth were enormous, so I ran!'

Neighbours later found grandmother, Mrs Gertrude Hood, 81, gagged and bound in a cupboard beneath the stairs. Miss Hood was delivering cakes to her grannie when the outrage occurred. Police investigating the incident believe the wolf met Miss Hood in the forest and then ran ahead to bash and gag her grannie. The attack occurred after Miss Hood found the wolf lying in her grannie's bed⁷.

Reading 2

discernible [dɪ'sə:nəbl] = visible, obvious

to exert [ɪg'zə:t] = influence

to convince [kən'vɪns] = persuade

merely ['mɪəli] = only

emotional appeal = emotional call to action

belles-letters style ['bel'letr] = literary style of books, novels, poetry

imagery ['ɪmɪdʒ(ə)rɪ] = the use of words and phrases in literature to create an image of something; зд. речевые образы

emotive prose = a combination of literary variant of the language and colloquial, which is presented by the speech of the characters; ЭМОТИВНАЯ ПРОЗА

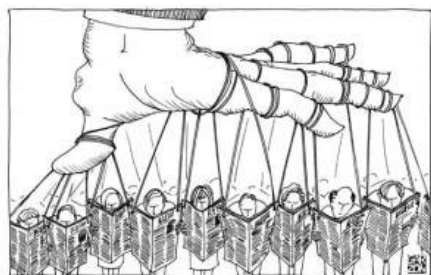
2. Read the text below thoughtfully and discuss:

- 1) What functional styles do you know?
- 2) What are the varieties of the publicistic style?
- 3) What is the main purpose of this style?
- 4) What are powerful instruments in this style to fulfill its main brain-washing function?
- 5) What features does the publicistic style have in common with other styles?
- 6) What style are TV media referred to? Why?
- 7) What makes the newspaper style different from other styles?
- 8) What style has the following functions: propaganda, popularization, education, organization, analysis and criticism?
- 9) How does the modern newspaper influence public opinion just following out its informative function?
- 10) What type of newspapers introduces emotionally coloured lexical units into essentially informative news brief items?

⁷ The original text is taken from <http://mediareading.blogspot.ru/2007/03/test.html>

Functional styles

The **publicistic style** of language became *discernible* as a separate style in the middle of the 18th century. It also falls into three varieties, each having its own distinctive features. Unlike other styles, the publicistic style has a spoken variety, namely the **oratorical substyle**. The development of radio and television has brought into being another new spoken variety, namely, the **radio** and **TV commentary**. The other two substyles are the **essay** (moral, philosophical, literary) and **journalistic articles** (political, social, economic) in newspapers, journals and magazines. New publicist genres: talk-show, reality-show, role-play show, game-show, debates, TV poll, TV commentary, new types of information programs.



The general aim of publicistic style, which makes it stand out as a separate style, is *to exert* a constant and deep influence on public opinion, *to convince* the reader or the listener that the interpretation given by the writer or the speaker is only correct one and to cause him to accept the point of view expressed in the speech, essay or article not *merely* through logical argumentation but through *emotional appeal* as well. This brain-washing function is most effective in oratory, for here the most powerful instrument of persuasion, the human voice, is brought into play⁸.

Due to its characteristic combination of logical argumentation and emotional appeal, publicistic style has features in common with the style of scientific prose, on the one hand, and that of emotive prose, on the other hand. It's coherent and logical syntactical structure, with an expanded system of connectives and its careful paragraphing, makes it similar to scientific prose. Its emotional appeal is generally achieved by the use of words with emotive meaning, the use of *imagery* and other *stylistic devices* as in emotive prose. The individual element essential to the *belles-letters style* is, as a rule, little in evidence here. This is in keeping with the general character of the style.

Newspaper style was the last of all the styles of written literary English to be recognized as a specific form of writing standing apart from other forms. English newspaper writing dates from the 17th century. The modern newspaper carries material of an extremely diverse character. On the pages of a newspaper one finds not only news and comment on it, press reports and articles, advertisements and announcements, but also stories and poems, crossword puzzles and the like. However not all linguists recognize it as a separate style: I. V. Arnold singles out the newspaper style in the system of functional styles, M. N. Kozhina as a subsystem of publicist style. According to I. R. Galperin English newspaper style maybe defined as a system of interrelated lexical, phrasological and grammatical means which serves the purpose of informing and instructing the reader. Yet information and evaluation co-exist in the modern English newspaper. It seeks to influence public opinion on political and other matters. Elements of appraisal may be observed in the very selection and way of presentation of news, in the use of specific vocabulary, such as 'allege' and 'claim', casting some doubt on the facts reported.

Information in the English newspaper is conveyed, in the first place, through: 1) brief news, 2) press reports, 3) articles purely informational in character, 4) advertisements and announcements. The most

⁸ The picture is taken from <https://lapupilainsomne.wordpress.com/2012/10/17/lo-que-no-cambia-en-la-politica-migratoria-cubana/>

news-worthy items are usually placed on the front page of the newspaper. They are news reports such as *hard news stories* and *brief news*. Their principal function is to inform the reader, they state facts without giving explicit comments. The language of brief items is stylistically neutral. But apart from this, newspaper style has its specific vocabulary features and is characterized by an extensive use of: **Special political and economic terms**, e.g. socialism, constitution, president, by-election, gross output; **Non-term political vocabulary**, e.g. public, people, progressive, nation-wide; **Newspaper clichés**, i.e. stereotyped expressions, commonplace phrase familiar to reader, e.g. vital issue, pressing problem, informed sources, danger of war, to escalate a war, war hysteria, overwhelming majority; **Abbreviations** – names of organizations, public and state bodies, political associations, industrial and other companies, various offices – known by their initials are very common, e.g. NATO, EEC. **Neologisms** are very common in newspaper vocabulary. The newspaper is very quick to react to any new development in the life of society, in science and technology. For example, the term ‘Arab Spring’ is used for the revolutionary wave of demonstrations and protests (both non-violent and violent), riots, and civil wars in the Arab world that began on 18 December 2010. It is an allusion to the Revolutions of 1848, which is sometimes referred to as ‘Springtime of the People’, The first specific use of the term *Arab Spring* as used to denote these events may have started with the American political journal Foreign Policy. Marc Lynch, referring to his article in Foreign Policy, writes ‘Arab Spring – a term I may have unintentionally coined in a January 6, 2011 article’.

The above-listed peculiarities of brief news items are the basic vocabulary parameters of English newspaper style. And although it is for the most devoid of emotional colouring, some ‘mass’ or ‘popular’ papers tend to introduce emotionally coloured lexical units into essentially matter-of-fact news stories, e.g. ‘Jewel thieves ‘set up shop’ yesterday – and *grabbed* gems valued at £200,000’ (Morning Star)⁹.

3. Group work. Split the class into groups A and B. Read the text about newspaper writing styles.

Complete the required information in your table. Be ready to compare the features of these writing styles within the class. Draw attention to the styles that are easy to confuse.

Group A

	Columns	Advertisements	Cutlines	Letters to the editor	Headlines
Structure, style					
Grammar					
Who writes					
Opinions					
Purpose					

⁹ Adopted from I. R. Galperin, *Stylistics*. Third edition.-Moscow, 1981

Group B

	Features	Editorial page	Hard news stories	Brief news items	Comics
Structure, style					
Grammar					
Who writes					
Opinions					
Purpose					

Newspaper writing styles

Within the pages of a newspaper, the reader will find a wide variety of writing styles. These vary depending on the type of information and the purpose of the message. The following is a brief summary of the major characteristics of each style.

Hard news story: The main purpose is to inform providing with objective, facts-only reporting, always written by reporters and adheres to accepted grammar conventions. The feature is an inverted pyramid structure, 5Ws and H in lead, other in descending order of importance.

Columns: The purpose is to advise, entertain, interpret or comment, it's personal writing done written by columnists (either newspaper staff or syndicated), usually identified with photograph, uses accepted grammatical conventions except where columnists would find message more effective otherwise.

Editorial page: The purpose is to pursued, comment and provoke thoughts. It presents the opinions of the newspaper's editorial board. It's written in an essay form by editorial page staff in accepted grammatical conventions.

Features: The purpose is to inform and explain. It's longer than a hard news story reporting of fact with some interpretation or result of extensive report. It's written by reporters in personal writing style, but adheres to accepted grammar conventions.

Advertisements: It's a brief and descriptive text which is not necessary grammatically correct, written by professional services or ad staff whose purpose is to pursued and inform about services or products.

Cutlines are brief, maximum a few sentences which are not necessary grammatically correct, written by copy editors to inform, so contain facts related to photos/ illustrations/video or accompanying stories.

Letters to the editor are letters in an essay form written by newspaper readers, in which they express their opinion to provide forum for readers' comments, they are supposed to be grammatically correct.

Comics are brief (mostly dialogues) which are no necessary grammatically correct, and may contain slang, written by cartoonists from newspaper or syndicates. The purpose is to entertain and comment, sometime on political hot issues¹⁰.

4. A take-home assignment. Search and complete the table of differences between 'hard' and 'soft' news stories. Is it easy to distinguish? What is the key difference? How may the knowing of difference between hard and soft news help you to understand and analyze an article?

<i>Hard News</i>	vs	<i>Soft News</i>

5. A take-home assignment. Identify the origin of each text by writing the letter A-G by the descriptions of the text. Some of them do not correspond to any text given.

a) What aspects of each text helped you to decide?

b) What hot issues are described in each item? Choose an article at your will. Write key words from the text. Using the words make a summary of the text or a dialogue with your partner, at your choice, expressing your opinion on the issue. Present it to the class.

- Advertisement_____
- Cutline_____
- Column_____
- Comics_____
- Letters to the editor_____
- Features_____
- Editorial page_____
- Hard news story_____
- Soft news story_____

¹⁰ The original text is taken from <http://www.parl.gc.ca/About/Parliament/Education/PeopleParliament/newspaper2-e.asp>

A Tributes: A memorial to the victims has been erected close to where the Airbus A320 came down

B Computer slow?

Take advantage of our great opening 50% of sale. It only happens once.

We offer technology solutions for home users, home offices, and small bid-sized businesses.

C Diagnosis...

I feel agitated... I'm sweaty, my stomach hurts... I've got EBOLA!!!

More likely it's a combo with Jalapeño pizza and too much cable news¹.

D A totally nonboring guide to a pregnant woman's rights at work

By Mackenzie Dawson

February 2, 2015

IN AN IDEAL WORLD, **maternity leavelawyers** would set up shop right next to the OB-GYN and give pregnant women pamphlets advising them of their rights: 'Oh happy day! Buy those swaddle blankets from aden + anais, they're amazing. And make sure you aren't treated unfairly by your employer.' (I'm kidding about the office placement, but not about the blankets. They are worth their weight in gold.)

Unfortunately, pregnancy, as it relates to the workplace, is an area many women go into just hoping for the best and trusting that their best interests will be protected. Big mistake – not because you should approach the situation looking for someone to sue, but because it's always good **to be aware of** your rights, what you can expect and what you can reasonably negotiate for¹².

E The Meanings of 'I Am Charlie Hebdo'

IN 'I Am Not Charlie Hebdo' (column, Jan. 9), David Brooks misreads what the satirical journalists represent to the people of France.

If Charlie was 'lionized' by the public after the **vengeful assault**, it wasn't for its offending cartoons but for something larger: It is now the symbol of freedom. Its editor,

Stéphane Charbonnier, known as Charb, was provocative, humorous, witty, stubborn and smart. He lived as he wanted – a free man – and 'died standing', as he aspired to. His violent death is a blow to French national identity, a tear in France's banner of liberty.

More than a million people from around the

¹¹ Adopted from <http://www.theguardian.com/>

¹² <http://nypost.com/2015/02/02/a-totally-nonboring-guide-to-a-pregnant-womans-rights-at-work/>

world gathered in Paris in support of freedom of expression.

Was it wise to publish offensive cartoons? Probably not. If there is a judgment to be made, it is to maintain dignity as a nation, but not at

the expense of liberty. If we stand by our values, we will prevail¹³.

Colette Jenkins

Phoenix, Jan. 11, 2015

F The freedom of the internet: it's under attack around the world

11 December 2014

The net is a powerful weapon, and governments don't want it in the hands of their critics

THE INTERNET is not a culture in itself. It has no values and works indifferently either for or against freedom and democracy. But however it is employed, it works powerfully. So it has become an arena in which struggles over power and ideas are fought out all across the world. This is not just a matter of competing messages. Governments want to control what is said and what is heard and where they can't control it, then at any rate to listen in and take advantage of what they learn there. When the power of the internet first became apparent, the obvious resort of government was simply to ban or block access to sources of information that political leadership **found displeasing**.

But, as a recently released report from the Washington-based **thinktank** Freedom House points out, there is now a growing tendency to use more **sophisticated methods**. A recent study in Science magazine showed how the Chinese censorship regime lets through any amount of criticism of the party or its officials but clamps down hard on anything that might inspire political action. And here in Britain, a woman has just been jailed for five years for **inciting terrorism** in Syria on Facebook.

Other countries are just as authoritarian but less **subtle** about it. Out of 65 countries assessed by

Freedom House, 36 have seen a **deterioration of online freedom**.

The worst examples are in Russia, Turkey and Ukraine, where media users and online journalists **were targeted** by the Yanukovych regime during the Euromaidan protest.

Turkey's president, Recep Tayyip Erdoğan, called Twitter 'the worst **menace** to society', and Vladimir Putin has called the internet a '**CIA operation**'. In May his government **passed** a so-called **bloggers law** that requires any site drawing more than 3,000 daily viewers to register with the telecommunications regulator – an approach intended **to inhibit** independent reporting of the Putin regime. There is now a frightening number of Russian laws repressing **free speech online**, which authorities often describe as 'extremism'.

It is especially worrying that repressive techniques are being mimicked from one country to the next. The Snowden revelations led to a healthy debate on how a democratic country, the United States, as well as some of its allies, carries out massive online surveillance.

But repressive regimes have seized upon this to introduce more online repression that increasingly leads to detentions. Surveillance, in these countries, is now used not just to collect huge amounts of data but to punish dissent

¹³ <http://www.nytimes.com/2015/01/13/opinion/the-meanings-of-i-am-charlie-hebdo.html>

and lock people up. The revelations of NSA activity, says Freedom House, have served ‘as

an excuse’ for some governments to ‘augment their own monitoring capabilities¹⁴’.

G Russian History Receives a Makeover That Starts With Ivan the Terrible

MOSCOW — Ivan the Terrible, the Russian czar, should really be considered Ivan the Not So Bad, according to a wildly popular historical exhibition held recently near the Kremlin.

The exhibition accused the Western news media of miscasting Czar Ivan IV as ‘the Terrible’. A display of contemporaneous German etchings that showed the 16th-century czar’s troops **committing atrocities** was offered as proof that labeling him a murderous tyrant was simply **defamation** by foreigners.

He was also the first Russian leader hit by Western sanctions, the display asserted, with a supposed ban on metal sales to Russia prompting the initial domestic production of cannons.

Sound familiar? The show was one of several recent blockbuster exhibitions that historians and others say distort Russia’s past to create false parallels that justify current Kremlin policy¹⁵.

By Neil MacFarquhar

Sophia Kishkovsky March 30, 2015

6. Compare the following excerpts taken from different newspapers.

a) identify the newspaper style, source (*The Mirror or The Guardian*) and type of newspaper. Look back at Exercise 3 to help you.

b) How is the same news presented in these papers? Why? What is their main purpose of each article?

Germanwings Airbus A320 plane crash: Two babies and 16 children among 150 dead

By Gerard Couzens, Alex Wellman, 10:54, 24 March 2015

Horror: It is feared there are no survivors in the crash

MORE than a dozen children and two babies have died in the horror Germanwings crash in France this morning. The horrific news was revealed this afternoon after Spanish vice president Soraya Saez de Sanataria said 45 people with Spanish surnames were travelling

on the Airbus A320. She later said two babies were among the dead. It has also been reported that a group of around 16 German schoolchildren, who had been on an exchange trip in Catalonia, were on the plane. Spanish PM Mariano Rajoy said in a **hastily-arranged**

¹⁴ <http://www.nytimes.com/2015/01/13/opinion/the-meanings-of-i-am-charlie-hebdo.html>

¹⁵ The original text is taken from <http://www.nytimes.com/2015/03/31/world/europe/russian-museum-seeks-a-warmer-adjective-for-ivan-the-terrible.html?hp&action=click&pgtype=Homepage&module=second-column-region®ion=top-news&WT.nav=top-news>

press conference he was cancelling his diary and heading back to Madrid to head a crisis cabinet. He described the accident as a ‘dramatic and sad’ piece of news but declined to talk about the victims. He said: ‘I profoundly regret this very sad accident. We are going to do all we can’. He also confirmed he had spoken with German chancellor Angela Merkel and Spanish King Felipe VI. The monarch announced today shortly after arriving in France for a three-day official visit that he was can-

celling the trip. He made the announcement alongside wife Letizia and French president Francois Hollande. He said: ‘After talks with President Hollande and the Spanish Prime Minister Mariano Rajoy, we have decided to cancel our trip in the hope we can reschedule it for a future date’. Relatives of the dead started arriving at Barcelona’s El Prat airport around lunchtime today. They were taken to a room set aside for them at the airport’s terminal two.

German Airbus A320 plane crashes in French Alps

Tuesday 24 March 2015 12.43

Germanwings A320 aircraft flying from Barcelona to Düsseldorf goes down in southern French Alps with 150 on board

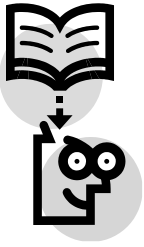
ALL 150 PASSENGERS and crew on an Airbus A320 flying from Barcelona to Düsseldorf are believed dead after it rapidly lost height and began an as yet unexplained descent into a remote and mountainous area of southern France.

The **chief executive** of Lufthansa’s lowcost arm, Germanwings, said the aircraft reached its cruising height of 38,000ft at 10.45am, 44 minutes into the flight, and began the descent just a minute or two later. Contact was lost at 10.53am when the plane was at 6,000ft.

The dead are believed to include 45 Spanish and 67 German nationals. A school party of 16 German teenagers returning from

trip to Spain were booked on the plane but school officials could not say if the group had boarded. The German **chancellor**, Angela Merkel, who said she would travel to the **crash site** on Wednesday, said the crash had **plunged** Germany, France and Spain **into** ‘deep **mourning**’. Spain’s King Felipe VI said he was cancelling his state visit to France to return to Spain. The country’s prime minister, Mariano Rajoy, also spoke briefly to the press. ‘We’re facing a dramatic and very sad accident’, he said. ‘We’re going **to do everything in our power** to help, to help the families and give them our support¹⁶’.

¹⁶ The source is given in *Keys*.



7. Mutual Benefit Society. Write down the italicized words from the unit. Explain in English what they mean, give Russian equivalents. Learn the vocabulary. Work in pairs.

You have Card A and Card B. Your task is to have your cards completed. However, you have only one part of the vocabulary list, the rest is in your partner's card. You need to contribute to mutual understanding and assistance by giving the word definition. See *Photocopiable material*.

8. Carry out a survey of how students / your parents / elderly people use the daily newspaper. Write the survey and report back the results. See 'Newspaper Habit Survey' on the web link¹⁷ or see *Photocopiable material*.

9. Having done the survey, discuss the questions:

Has the role of newspapers changed over the years?

How has the emergence of the World Wide Web changed the way that people receive their news? Is news coverage an important function in a democracy? How? Why?

Project work

10. This activity is a take-home assignment. Take a newsworthy up-to-date topic or take one of the article themes from Exercise 5. Search how it's displayed and described in different newspapers (British, American / broadsheets and tabloids, local or federal), how it's presented in different sections of a newspaper (by Editors, Columnists, etc.) through different lexical, phrase-logical, grammatical and stylistic means. Organize a glossary to your topic. Complete the table. Write an analyzing essay.

Location / Country / City	Article Title /link / source	Type of newspaper writing	Vocabulary with definition	Means	Analysis
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¹⁷ <http://www.parl.gc.ca/About/Parliament/Education/PeopleParliament/studentact.asp?Language=E¶m=38>

Unit 11. Newspaper article analysis

Reading between the lines. If you're not careful, the newspapers will have you hating the people who are being oppressed, and loving the people who are doing the oppressing.

X. Malcolm

Starter

Task 1. What's happening in the news right now, both in your country and abroad? Present a news report for the lesson. Be ready to speak out in front of the class or in a group.

Task 2. In groups, discuss the following question:

1. Do you believe everything you read in the newspaper? Why? Why not? Are people's values shaped by the mass media?
2. What are mainstream media outlets in your country? Who owns the newspapers and TV stations in your country? Do you think this has an effect on the news that you hear?
3. Are there certain things journalists shouldn't report on? Why?

1. Listen to a lecture on 'UK and USA Newspapers and Magazines'. Complete the statements.

UK

1. The UK government does not exercise any official control over...
2. UK newspapers are generally grouped into...
3. ...the UK's oldest national newspaper
4. ...represents the views of the establishment and is well-known for its correspondence column.
5. ...appears to support the current government.
6. ...are probably the most famous to readers overseas.
7. ...magazines, which provide analysis of current political, economical and cultural events and trends.
8. ...claims to be the oldest continuously-published magazine in the English language.

USA

1. This standard of... is today one of American journalism's most important feature.
2. Another dominant feature of early 20th century journalism was the creation of...
3. The top five daily newspapers by circulation in 1995 were...
4. There is a global newspaper... which is owned jointly by the New York Times and the Washington Post and is printed via satellite in 11 cities around the world.
5. The U.S. has three leading weekly newsmagazines:...
6. ...are center-left while... tent to be center-right.
7. ...is well-known for naming a 'Person of the Year' each year.
8. ...publishes annual ratings of American colleges and universities.

2. A take-home assignment. Fill in the table with information about the types of British newspapers.

	The Broadsheets	The Tabloids	Berliner/Midi
Size			
Cost			
Circulation			
On-line version			
Contents			
Photos			
Language			
Examples of newspapers			

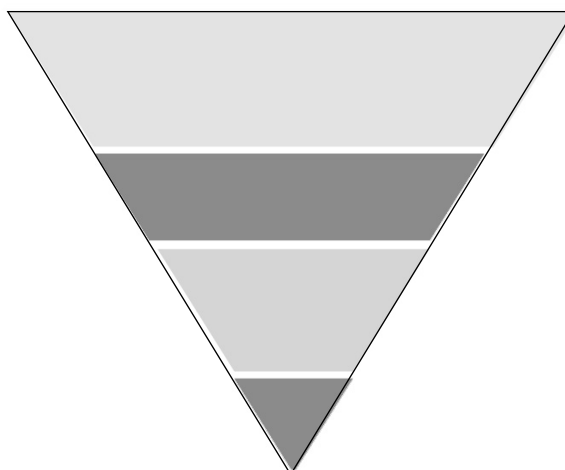
Reading 1

3. Study the newspaper article format, which is known as ‘the inverted pyramid’ or ‘inverted triangle’. How information is presented in an article? Complete the inverted pyramid given below.

Newspaper Article Format

A typical newspaper article contains five (5) parts:

- I. **Headline:** This is a short, attention-getting statement about the event, should be an eye-catching summary of the report.
- II. **Byline:** This tells who wrote the story.
- III. **Lead paragraph:** It summarizes the main facts of the article, telling the 5 W’s (who, what, when, where, and why) and how. The first paragraph contains a hook, something that grabs the reader’s attention and makes the reader want to read the rest of the article.
- IV. **Explanation:** A writer gives other facts or details the reader might want to know. This section can also include direct quotes from witnesses or bystanders.
- V. **Additional Information:** This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.



Man dies in training at Ship Canal	←	• This is the headline
by Eli Sanders	←	• This is the byline
Seattle Times staff reporter	←	• This is the staff line
A 55-year-old man died yesterday after his heart apparently stopped during a training exercise at the Seattle Maritime Academy in Ballard.	} ←	• This is the lead ¶
Firefighters who were called to the scene at 12:57 p.m. yesterday found the man had already been pulled from the Ship Canal by bystanders. He had apparently jumped into the canal as part of the exercise and was wearing a wet suit, said Sue Stangl, spokeswoman for the Seattle Fire Department.	} ←	• These are the body ¶s
"There was a report that he was only in the water for a few seconds," Stangl said last night.	←	• This is a direct quote
When a Fire Department medical unit arrived at the training facility, at 4455 Shilshole Ave. N.W., bystanders had already begun CPR on the man, Stangl said.	←	• This is an indirect quote

18

Speaking

4. Find all the parts in the article you've prepared for the lesson. Work in pairs: a) ask your partner to show in his/her article the headline, the byline, the cutline, etc.; b) ask him/her to give definition and explain the main function of this article part. Exchange the roles.

¹⁸ The picture is taken from <http://teachfreespeech.com/wp-content/uploads/2013/09/Summary-LeadStory-Writing.pdf>

Reading 2

5. Read the instructions how to analyze a news article. Match parts of the plan with the instructions given. The first one is done for you

The Plan of Rendering Newspaper Article

1. The headline of the article is ...	
2. The author of the article is...	
3. The article is taken from the newspaper...	A
4. The central idea of the article is about...	
5. Give a summary of the article (no more than 10-20 sentences).	
6. State the main problem discussed in the article and mark off the passages of the article that seem important to you.	
7. Look for minor peculiarities of the article.	
8. Point out the facts that turned out to be new for you.	
9. Look through the text for figures, which are important for general understanding.	
10. State what places of the article contradict your former views.	
11. State the questions, which remained unanswered in the article and if it is possible add your tail to them.	
12. Speak on the conclusion the author comes to.	
13. Express your own point of view on the problem discussed after taking into consideration all steps from 7 to 12.	

Instructions to News Articles Analysis

Analyzing a news article properly is a skill that can be acquired. Newswriters are taught to be objective, but their personal opinions and biases sometimes may affect their articles. These might influence a reader's attitude and behavior. The prudent reader will learn how to uncover the journalistic techniques and will be able to read the material objectively. This is important to analyze a news article correctly and adequately.

- A. Study the news source and give some short characteristic of a newspaper. What is the origin of this newspaper? Country, city? What is its quality (tabloid/broadsheet)? Is it owned or controlled by government/political party/private agent? What is the objective of the paper?

- B. Check the credentials or background of the journalist who wrote the article you are going to read if possible. Ask yourself the following questions: Is the author a famous person? Is he/she known for biases? Does he belong to a particular political party or organization? Is the person writing a personal opinion that is only acceptable in an editorial or op-ed column, or is this a factual account of the news?
- C. Study the structure of the inverted pyramid that many journalists use. Look at the headline. Does it give you an idea of what the article should be about? Read the first paragraph, known as the lead. Look for the main point of the story and/or a summary of the major ideas. See if the lead gets you interested in reading the article. Look for the lesser important materials that generally follow.
- D. Look for the 5 W's. These answer Who? What? Where? When? and Why? Jot these down in your notebook to help you get the main point of the article. Refer to this list as you read the remainder of the article. Emphasize the 'Who'. Who is the focus of the story? Think about the "What." What happened to the person to make the story newsworthy?
- E. Check for fact and opinion. A news article should be factual with statistics, proven studies and authorities backing up a claim. An opinion article, one based on emotion or personal experience, does not belong in a news article. Learn to distinguish between the two.
- F. Look for conflicts or issues being discussed. Ask yourself if the writer is educating you with the facts or if he is trying to get you to think a certain way or follow a given action. Look at both sides of the argument. Consider the solutions proposed if he gives any. Was there enough information to support the ideas?
- G. Study the graphs or pictures if there are any. Ask yourself if they are clear. Do they adequately and fairly represent the news they are supposed to be illustrating? Make sure the pictures are not cropped to eliminate some unfavorable material.
- H. Make a list of unfamiliar words in your notebook. Look them up in the dictionary. Reread the sentences that contain them to reinforce the definitions.
- I. Look at another newspaper with the same news article. Check to see if there are similarities in their treatment. Analyze the differences before accepting either one as correct. Why did you choose this article? Do you agree with the content? What is your position on the matter raised¹⁹?
- J. Keep this useful information in mind while analyzing your article.

¹⁹ Adopted from <http://www.ck12.org/idea/How-to-Analyze-a-News-Article>



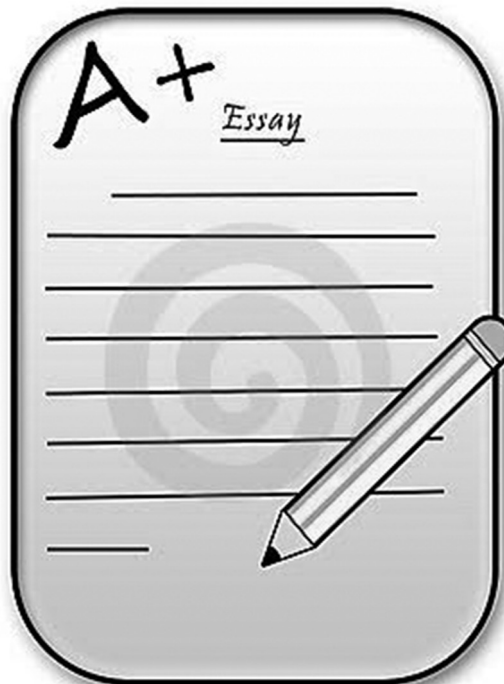
6. Learn the given vocabulary from the text in Exercise 3. a) Be ready to give definition of the words and expressions. Play in pairs the vocabulary game 'Mutual Benefit Society'. b) Using the vocabulary make 10 wrong statements about a newspaper analysis. Your partner should correct you.

Project work

7. Read the quotation. Translate into Russian. Discuss it in class. Brainstorm ideas for a reflective essay. Write the essay.

There is always a point at which the terrorist ceases to manipulate the media gestalt.
A point at which the violence may well escalate, but beyond which the terrorist
has become symptomatic of the media gestalt itself.
Terrorism as we ordinarily understand it is innately media-related.

William Gibson, an American-Canadian novelist



MODULE 4. ANALYZING MASS MEDIA

Unit 12. Censorship

Right now I think censorship is necessary; the things they're doing and saying in films right now just shouldn't be allowed. There's no dignity anymore and I think that's very important'

Mae West, an American actress, singer, playwright, screenwriter, and sex symbol whose entertainment career spanned seven decades

Starter

Task 1. What's happening in the news right now, both in your country and abroad? Present a 2-minute news report for the lesson.

Task 2. Work in pairs. Define the term 'Censorship' making a mind map. Think about all cognate words: censorship, censor etc.

Reading 1

1. Before you read the extract in ex.2 look through the list of words and their definitions. Give Russian equivalents to them.

Word	Meaning	Russian equivalent
a) a hallmark	<i>an idea, method, or quality that is typical of a particular person or thing</i>	
b) to alter	<i>to change, or to make someone or something change</i>	
c) a rationale	<i>the reasons for a decision, belief etc</i>	
d) to deem	<i>to think of something in a particular way or as having a particular quality [= consider]</i>	
e) indecent	<i>something that is indecent is shocking and offensive, usually because it involves sex or shows parts of the body that are usually covered</i>	

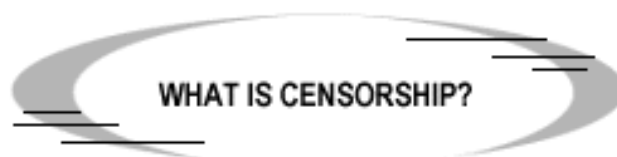
f) obscene	<i>1) relating to sex in a way that is shocking and offensive 2) extremely unfair, immoral, or unpleasant, especially in a way that makes you angry</i>	
g) heretical	<i>relating to or characterized by departure from accepted beliefs or standards</i>	
h) blasphemous	<i>something you say or do that is insulting to God or people's religious beliefs</i>	
i) seditious	<i>speech, writing, or actions intended to encourage people to disobey a government; arousing to action or rebellion</i>	
j) treasonous	<i>the crime of being disloyal to your country or its government, especially by helping its enemies or trying to remove the government using violence</i>	
k) the guise	<i>the way someone or something appears to be, which hides the truth or is only temporary</i>	
l) utterance	<i>the action of saying something</i>	

2. Read the excerpt from the text ‘What is censorship?’ Does your definition of the term coincide with one given in the excerpt? Complete your mind map if necessary.

3. Define where the definition is taken from:

- a) dictionary b) the definition of the independent experts c) a personal opinion d) others

Why? What makes you think so? Prove your point of view finding examples of evaluative and figurative language.



Censorship – the control of the information and ideas circulated within a society – has been a **hallmark** of dictatorships throughout history. In the 20th Century, censorship was achieved through the examination of books, plays, films, television and radio programs, news reports, and other forms of communication for the purpose of **altering** or suppressing ideas found to be objectionable or offensive. The **rationales** for censorship have varied, with some censors targeting material **deemed** to be **indecent** or **obscene**; **heretical** or **blasphemous**; or **seditious** or **treasonous**. Thus, ideas have been suppressed under the **guise** of protecting three basic social institutions: the family, the church, and the state. To understand censorship, and the impulse to censor, it is necessary to strip away the shock epithet value

that is attached to the word at first **utterance**. One must recognize that censorship and the ideology supporting it go back to ancient times, and that every society has had customs, taboos, or laws by which speech, dress, religious observance, and sexual expression were regulated²⁰.

4. Do the sight translation of the text within the class.

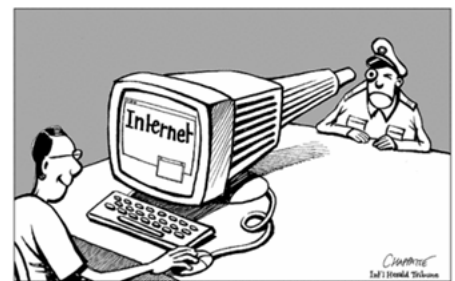
5. Work in pairs and make a 2-minute presentation 'Censorship', use your mind maps, provide examples.

Reading 2

6. Look at the cartoon in the text below and tell what made an artist to draw it? What does it depict?

7. Scan the text below. Give the title to it. Divide the text into paragraphs. What is the main idea of the text?

In a global context, governments have used a **powerful array of** techniques and arguments to **marshal support** for their censorship efforts. These things **vary from country to country**, religion to religion, even sect to sect. They are mostly, though not always, sexual **in nature**. National security and defense runs a very close second to the religious impulse as a **rationale for suppression**²¹.



While nowhere near as old as **the religious impulse to censor**, in its more modern form it has been even more pervasive. And while the influence of religion on secular affairs is **muted** in certain parts of the world, the influence of governments usually is not. It is difficult to think of any government that would forego the power, **in perceived extreme circumstances**, to censor all media, not simply those that appear online. The question, asked in a real world scenario, is what could be considered extreme enough circumstances to justify such action? There are also forms of censorship that are not so obtrusive, and that have to be examined very carefully to define.

'Censorship through intimidation' can be anything from **threats against individuals** to a government proposing to monitor all activities online (as in one proposal current at the time of this writing

²⁰ The original text is taken from <http://gilc.org/speech/osistudy/censorship/>

The picture is taken from <http://carsecology.ru/wp-content/uploads/2014/06/internet.jpg>

²¹ The picture is taken from: http://k-z.com.ua/images/stories/internet-konflikty/kontrol_internet.gif

in Russia). If citizens feel their activities online will **be screened by** governmental agencies in their country, their **inclination to engage in** expression will be much less than if their government stays away – the classic ‘**chilling effect**’. ‘**Censorship through consensus**’ is also a real possibility. There are countries where **the adherence to** a shared social, though not religious, code is a fact of life. Understanding that **entails** discerning where the **boundaries of expression** are, and where they might **be interfered with** in a consensus situation. Because so many nations of the world are now considering **the filtering system** known as PICS (Platform for Internet Content Selections) as an answer to their concerns, the question of **parental controls** also must be addressed. In many countries, the state justifies censorship **with the claim** that it is acting in loco parentis. Such claims, whether interpreted as ‘state as parent’ or ‘state as Big Brother’, are responsible for many of **the restrictions on information distribution** found today across the world.

Balancing **compelling national interests** with compelling individual interests (as well as competing national interests) in the online world is going to be the work of generations. In the past, nations were able to **legislatively proscribe** certain types of behavior. Those who were **affluent enough** (or **desperate enough**) to be in a place where different laws or customs were in effect became **refugees or expatriates**. But the Internet **pushes against** national, or even, **supranational borders** in a way that no medium before it has ever done. The potential for expansion, or opening economic and political opportunities where there had been none before, is **vast on a scale beyond imagination**. So, too, is the potential for **calamitous misuse**, both by governments and by corporations.

The essays and reports from the cyber fronts show that freedom from censorship is the exception in the world. The rule historically has been, and continues to be, **repression and suppression of disfavored ideas**. The **one redeeming fact** is that, in most parts of the world, the ideal of liberty is **embraced** at least **theoretically**, and no state openly claims **a commitment to** religious, intellectual, artistic, or political censorship. The universal philosophical embrace of free expression is **reflected in the many covenants and declarations** that have been passed in support of freedom and human rights; these include the UN **Charter** (1945), the UN **Declaration of Human Rights** (1948), the UN Covenants on Civil and Political Rights (1966) and on Economic, Social, and Cultural Rights (1966), the **European Convention on Human Rights** (1953), the Helsinki Final Act (1975), and the American (Western Hemisphere) Convention on Human Rights (1978). These documents form the **basis of the hope** that the Internet might yet succeed in realizing its promise of providing a free and **unencumbered flow** of information throughout the world²².

8. Find adjectives, participles or gerunds to translate the words below. Find in the text what the words they collocate with.

For example: политический – *political + censorship etc.*

Конкурирующий; обильный, богатый; художественный; бедственный, губительный; затрудняющий, лишаящий свободы; текущий, современный; безысходный; не пользующийся

²² The original text is taken from <http://gilc.org/speech/osistudy/censorship/>

благосклонностью; чрезмерный; правительственный; средний; навязчивый, бесцеремонный; воспринятый; распространяющийся, проникающий; философский; влиятельный; подкупающий, обнадеживающий (зд.); отраженный; светский; наднациональный; необремененный, свободный; всеобщий; напористый, мощный.

9. Complete the table with abstract nouns from Reading 2 and their Russian equivalents:

	Adjective	Abstract noun	Russian equivalent		Adjective	Abstract noun	Russian equivalent
1	Universal			7	obtrusive		
2	secular			8	pervasive		
3	Extreme			9	desperate		
4	Perceived			10	disfavored		
5	Desperate			11	calamitous		
6	affluent			12	reflected		

10. Translate the sentences into English using vocabulary from the text:

- a) Чтобы написать хорошую статью, необходимо упорядочить все факты, соответственно потребуется строго следовать плану.
- b) Он столкнулся с массой проблем, процитировав фрагмент политической речи в отрыве от контекста
- c) Превышение полномочий местными органами власти, имевшее губительные последствия, было широко освещено во всех СМИ.
- d) Он уговорил их высказаться в свою пользу и отрицать утаивание официальных документов.
- e) С молчаливого согласия правящей верхушки в стране процветает цензура на основе угроз.
- f) Проект будет сопряжен со значительными расходами, но есть и обнадеживающий момент: в долгосрочной перспективе он станет действительно выгодным.
- g) В обществе изобилия действует ограничение на распространение информации: нельзя публиковать никакие новости, связанные с бедностью, насилием и криминальной обстановкой.

11. Complete the table according to the text in ex. 7. Where is the text taken from? What is the resource; who is a potential author? What makes you think so?

Paragraph #	Topic sentence	Key words

12. Discuss in groups if censorship exists in your country according to the following points... and no state openly claims a commitment to religious, intellectual, artistic, or political censorship.

Student A provides pros and examples of censorship; Student B thinks of cons and tries to prove that there is no censorship in above-mentioned spheres.

Reading 3

13. Discuss the nature of the annual event ‘Banned Books Week’, launched in 1982, the USA. What do you think it celebrates? Who takes part in it?

14. Scan the text. Underline key sentences in each paragraph. Then, formulate the main idea of the author. Write one sentence summary.

**Freedom to Read
Part I**

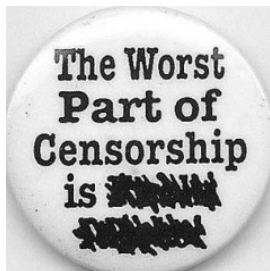
1. This freedom, not only to choose what we read, but also to select from **a full array of possibilities, is firmly rooted** in the First Amendment to the U.S. Constitution, which guarantees **freedom of speech** and freedom of the press. Although we enjoy an increasing quantity and availability of information and reading material, we must **remain vigilant** to ensure that access to this material is preserved; would-be censors who continue to threaten the freedom to read come from all quarters and all **political persuasions**. Even if **well intentioned**, censors try **to limit the freedom** of others to choose what they read, see, or hear.

2. Sex, profanity, and racism remain the primary categories of objections, and most

occur in schools and school libraries. Frequently, challenges are motivated by the desire to protect children. While the intent is commendable, this method of protection contains hazards far greater than exposure to the ‘evil’ against which it is leveled. U.S. Supreme Court Justice William Brennan, in *Texas v. Johnson*, said, ‘If there is a bedrock principle underlying the First Amendment, it is that the Government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable’. Individuals may restrict what they themselves or their children read, but they must not call on governmental or public limited to books and does not include materials receive no media attention and remain

unreported. Moreover, this list is challenges to magazines, newspapers, films, broadcasts, plays²³, performances, electronic publications, or exhibits. agencies to prevent others from reading or viewing that material.

3. The challenges documented in the list (look below) are not brought by people merely expressing a point of view; rather, they represent requests to remove materials from schools or libraries, thus restricting access to them by others. Even when the eventual outcome allows the book to stay on the library shelves and even when the person is a lone



protester, the censorship attempt is real. Someone has tried to restrict another person's ability to choose. Challenges are as important to document as actual bannings, in which a book is removed from the shelves of a library or bookstore or from the curriculum at a school. Attempts to censor can lead to voluntary restriction of expression by those who seek to avoid controversy; in these cases, material may not be published at all or may not be purchased by a bookstore, library, or school district.

4. It should be noted that many prohibitions against free speech and expression remain undocumented. Surveys indicate up to 85 percent of actual challenges to library.

15. Look through the first paragraph of the text Freedom to Read, Part I. Make 2–3 your own sentences using words in bold. Ask your partner to interpret them into Russian.

16. Read carefully other paragraphs. Highlight vocabulary you find worth remembering.

17. Make 10 sentences in Russian and ask your partner to translate them into English.

Reading 4

Freedom to Read

Part II

The bibliography in part II represents books challenged, restricted, removed, or banned in 2013 and 2014 as reported in the Newsletter on Intellectual Freedom from May 2013 to March 2014.

➤ Aylisli, Akram *STONE DREAMS*, novella published in *Druzhba Narodov* (Friendship Of The Peoples)

Burned (2013) at various locations around Azerbaijan. The novella is sympathetic to Armenians and recounts Azeri atrocities in the war between Azerbaijan and Armenia twenty years ago. Azerbaijani President IlhamAliyev stripped the author of his title of 'People's Writer' and the pension that goes

²³ The picture is taken from: <http://d15mj6e6qmt1na.cloudfront.net/files/images/0126/9098/10474529-8C35-48B8-B630-8D9EBA78A209-6730-00000DE054764DD8.jpg>

with it. A pro-government political party in Baku, Azerbaijan, announced that it would pay \$12,700 to anyone who cuts off the ear of the 75-year-old novelist for portraying Azerbaijanis as savages. Source: May 2013, pp. 108–9

➤ Erlbach, Arlene THE MIDDLE SCHOOL SURVIVAL GUIDE.

Removed from the Walnut Street School library in Delanco, N.J. (2013) because ‘the book provided too much information about sexual issues for middle school students’. Source: July 2013, p. 141

➤ Othman, Norani, ed. MUSLIM WOMEN AND THE CHALLENGES OF ISLAMIC EXTREMISM. SISTERS IN ISLAM.

Banned by the Malaysian Ministry of Home Affairs (2008) on the grounds that it was ‘prejudicial to public order’ and that it could confuse Muslims, particularly Muslim women. The Malaysian High Court overturned the ban on January 25, 2010, and on March 14, 2013, the Federal Court threw out the government’s appeal to reinstate the ban. Source: May 2013, pp. 125–26

➤ Rosen, Lucy I AM BANE

Challenged, but retained at the Geneva, Ill. Public Library (2013) despite concerns that the images are too scary for young readers. The film The Dark Knight Rises inspired the book. Source: Jan. 2014, p. 25²⁴



Speaking 1

18. Work in groups and discuss the following questions:

- a) What was wrong with the books in the list above? Do you know any other banned books? What were the reasons to ban them?
- b) Have you ever been offended by a book? Do you think others would agree with you?
- c) Under what circumstances (if any) should a book be removed from a school? A library?
- d) What is the difference between banning a book and restricting access to a book (e.g., requiring parental permission)?
- e) Is book banning an ‘epidemic’? Has it increased or decreased in recent history? Is there a ‘right’ amount of book banning? Should we have more or less book banning than we do currently?
- f) Are books that have been banned in the past considered more acceptable today? Why?

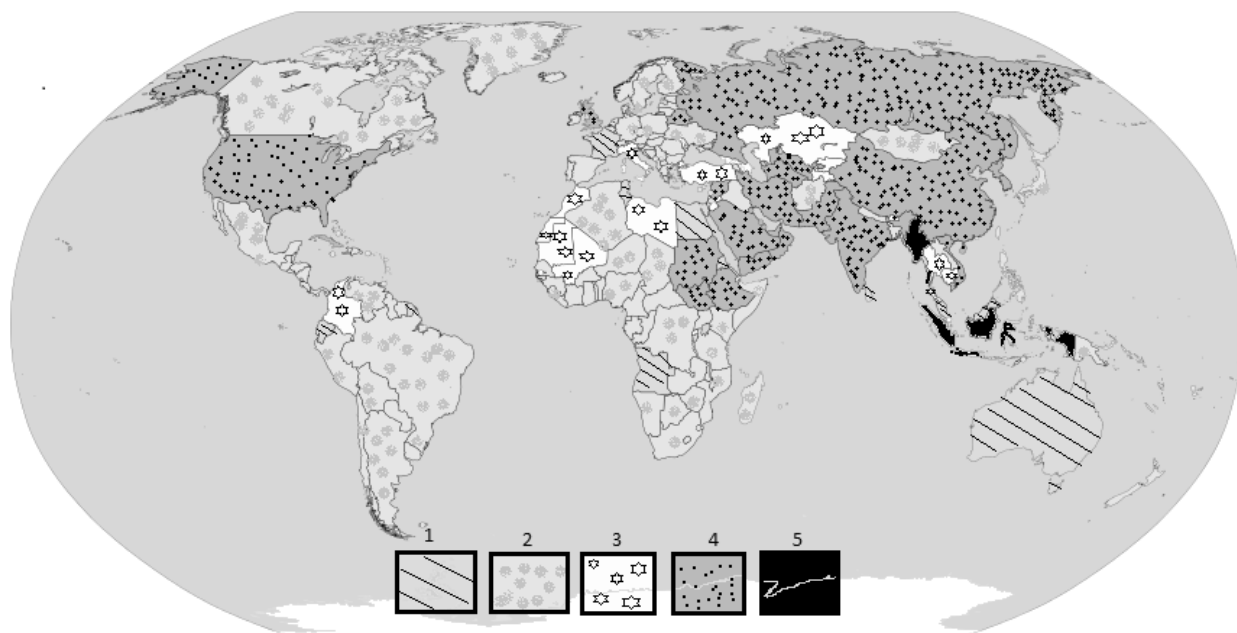
²⁴ The original text and picture are taken from [http://www.ila.org/BannedBooks/ALA016%20Short%20List%20L3c_low%20\(1\).pdf](http://www.ila.org/BannedBooks/ALA016%20Short%20List%20L3c_low%20(1).pdf)

Speaking 2

19. Censorship rigidity varies from country to country. Look at the globe in the picture. It reflects Internet censorship and surveillance by country. Countries are painted in 5 colors and make up the following categories: Censorship is

a) pervasive b) substantial c) selective d) little or none e) situation is changing.

Decide which countries are in which groups; name them. Explain your choice. Then, the teacher tells you the answers given by the source. Do you agree with it? Why, why not?



Project work

Prepare a 3–4 minute report (including presentation or visual aids) on censorship in a chosen country. Present within the class.

Article analysis

Choose any article in this Unit; make an article analysis in a written form. Analyze the article using the criteria from Exercise 10. Also, make an analysis using the plan from Unit 11, Exercise 5. Use the vocabulary for the newspaper analysis from *Photocopiable material*.

Unit 13. Critical Reading

People are sheep. TV is the shepherd.

Jess C. Scott

Starter

Task 1. What's happening in the news right now, both in your country and abroad? Present a 2-minute news report.

Task 2. Think of the following questions. Prepare a monologue covering the topic 'Being a critical reader' and answering these questions in random order.

1. What kinds of mass media do you trust? Why? What kinds are not trustworthy? Why?
2. Do you think you are a critical reader? If yes, what makes you one?
3. In your opinion, does the younger generation take the contents of media more critically than the older one? Why?
4. Is it good to be a critical reader/viewer? Why? Why not?

Reading 1

1. Look through the following text written by a blogger. What is the main idea of the text?
2. Work in pairs. Explain the meaning of the words in italics.

How the Mainstream Media Lost All Credibility

September 17, 2014 by David Rushton@truth4ever87

(1) When I was younger we didn't have *social media* or *alternative news sources*, rather we had *network TV news*. Channels like CNN and Fox and the local stations (channel 6 ABC Action News). They would deliver breaking news and more. We didn't question it; we took it as truth. Looking back at the news from when I was teenager compared to now, it's mind-boggling how they managed to get away with so much for so long.

Fun fact: 6 companies own at least 90 % of all the *news outlets* where the world receives American news. The six are Time Warner Inc, General Electric Co., News Corp., The Walt Disney Co., and

Viacom Inc. (2) Back in 1983, according to Benjamin Bagdikian, there were over 50 corporations that controlled information. Shouldn't that have worried anybody? How did this happen? We can thank President Bill Clinton and the Telecom Act of 1996. The Telecom Act in theory was supposed to *foster competition among media companies*; instead it allowed a massive amount of consolidation.

(3) Since the mainstream media can't be trusted to tell the truth without bias or without a hidden agenda, how do people actually stay informed? (4) Recent polls show that Americans have the lowest level of trust in the mainstream media (nearly 18 % trusted television news).

So how do a growing number of Americans in this day and age stay informed? Through use of social media and *independent journalism*. Independent journalism rose to counter the main narratives of big corporate news. (5) Since there's no accountability to a corporate entity or the big 6, there's no bias or personal agenda, in which reporters and news people have to *twist facts to fit the bigger picture*.

Another possibility is the rise of social media such as Twitter and Facebook. (6) Here we can be *living witnesses* to what actually happens.

(7) The mainstream media is a dinosaur and what killed it was technology and the human desire to learn the truth and to see through lies.

As for my personal opinion, my advice is to *question everything*, wherever you get your news from, question it. (8) You don't even have to go and become an expert on the subject but take 5–10 minutes and look up the same article on a different source. The answers you may find might astound you²⁵.

3. Do you always know fact from opinion? It's not so easy to do sometimes. You must use trustworthy sources of information. It is important to learn the difference between fact and opinion if you want to develop your critical reading. Try to determine whether each statement sounds like a fact or an opinion, and explain why you think so.

1. My dad is the best cook in the world.
2. My brother is older than yours.
3. Your phone number is difficult to memorize.
4. His uncle smokes too much.
5. A 2007 report states that, each year, about 4.9 million people worldwide die as a result of smoking.

4. Read the above text again and determine if the numbered statements (sentences) are a fact or an opinion. Why? Support your point of view with an explanation. Do you agree with the author's opinion?

²⁵ Adapted from <http://www.mintpressnews.com/MyMPN/how-the-mainstream-media-lost-all-credibility-why-its-too-late-to-save-it/>

Reading 2

7. Read the text. While reading mark the author's ideas with the signs.

- + I knew that
- I did not know that
- ! I was surprised by that
- ? I'd like to learn more about that

Is Technology Producing a Decline in Critical Thinking and Analysis?

Studies shed light on multi-tasking, video games and learning

Stuart Wolpert / January 27, 2009

As technology has played a bigger role in our lives, our skills in critical thinking and analysis have declined, while our visual skills have improved, according to research by Patricia Greenfield, UCLA distinguished professor of psychology and director of the Children's Digital Media Center, Los Angeles.

Learners have changed as a result of their exposure to technology, says Greenfield, who analyzed more than 50 studies on learning and technology, including research on multi-tasking and the use of computers, the Internet and video games. Her research was published this month in the journal *Science*.

Reading for pleasure, which has declined among young people in recent decades, enhances thinking and engages the imagination in a way that visual media such as video games and television do not, Greenfield said.

How much should schools use new media, versus older techniques such as reading and classroom discussion?

'No one medium is good for everything', Greenfield said. 'If we want to develop a variety of skills, we need a balanced media diet. Each

medium has costs and benefits in terms of what skills each develops'.

Schools should make more effort to test students using visual media, she said, by asking them to prepare Power Point presentations, for example.

'As students spend more time with visual media and less time with print, evaluation methods that include visual media will give a better picture of what they actually know', said Greenfield, who has been using films in her classes since the 1970s.

'By using more visual media, students will process information better', she said. 'However, most visual media are real-time media that do not allow time for reflection, analysis or imagination – those do not get developed by real-time media such as television or video games. Technology is not a panacea in education, because of the skills that are being lost'.

'Studies show that reading develops imagination, induction, reflection and critical thinking, as well as vocabulary', Greenfield said. 'Reading for pleasure is the key to developing these skills. Students today have more visual literacy and less print literacy. Many students do not read for pleasure and have not for decades'.

Parents should encourage their children to read and should read to their young children, she said. Among the studies Greenfield analyzed was a classroom study showing that students who were given access to the Internet during class and were encouraged to use it during lectures did not process what the speaker said as well as students who did not have Internet access. When students were tested after class lectures, those who did not have Internet access performed better than those who did.

‘Wiring classrooms for Internet access does not enhance learning’, Greenfield said.

Another study Greenfield analyzed found that college students who watched ‘CNN Headline News’ with just the news anchor on screen and without the ‘news crawl’ across the bottom of the screen remembered significantly more facts from the televised broadcast than those who watched it with the distraction of the crawling text and with additional stock market and weather information on the screen.

These and other studies show that multi-tasking ‘prevents people from getting a deeper understanding of information’, Greenfield said.

Yet, for certain tasks, divided attention is important, she added.

‘If you’re a pilot, you need to be able to monitor multiple instruments at the same time. If you’re a cab driver, you need to pay attention to multiple events at the same time. If you’re in the military, you need to multi-task too’, she said. ‘On the other hand, if you’re trying to solve a complex problem, you need sustained concentration. If you are doing a task that requires deep and sustained thought, multi-tasking is detrimental. Do video games strengthen skill in multi-tasking?’

New Zealand researcher Paul Kearney measured multi-tasking and found that people who played a

realistic video game before engaging in a military computer simulation showed a significant improvement in their ability to multi-task, compared with people in a control group who did not play the video game. In the simulation, the player operates a weapons console, locates targets and reacts quickly to events.

Greenfield wonders, however, whether the tasks in the simulation could have been performed better if done alone.

More than 85 percent of video games contain violence, one study found, and multiple studies of violent media games have shown that they can produce many negative effects, including aggressive behavior and desensitization to real-life violence, Greenfield said in summarizing the findings.

In another study, video game skills were a better predictor of surgeons’ success in performing laparoscopic surgery than actual laparoscopic surgery experience. In laparoscopic surgery, a surgeon makes a small incision in a patient and inserts a viewing tube with a small camera. The surgeon examines internal organs on a video monitor connected to the tube and can use the viewing tube to guide the surgery.

‘Video game skill predicted laparoscopic surgery skills’, Greenfield said. ‘The best video game players made 47 percent fewer errors and performed 39 percent faster in laparoscopic tasks than the worst video game players’.

Visual intelligence has been rising globally for 50 years, Greenfield said. In 1942, people’s visual performance, as measured by a visual intelligence test known as Raven’s Progressive Matrices, went steadily down with age and declined substantially from age 25 to 65. By 1992, there was a much less significant age-related disparity in visual intelligence, Greenfield said.

‘In a 1992 study, visual IQ stayed almost flat from age 25 to 65’, she said. Greenfield believes much of this change is related to our increased use of technology, as

well as other factors, including increased levels of formal education, improved nutrition, smaller families and increased societal complexity²⁶.

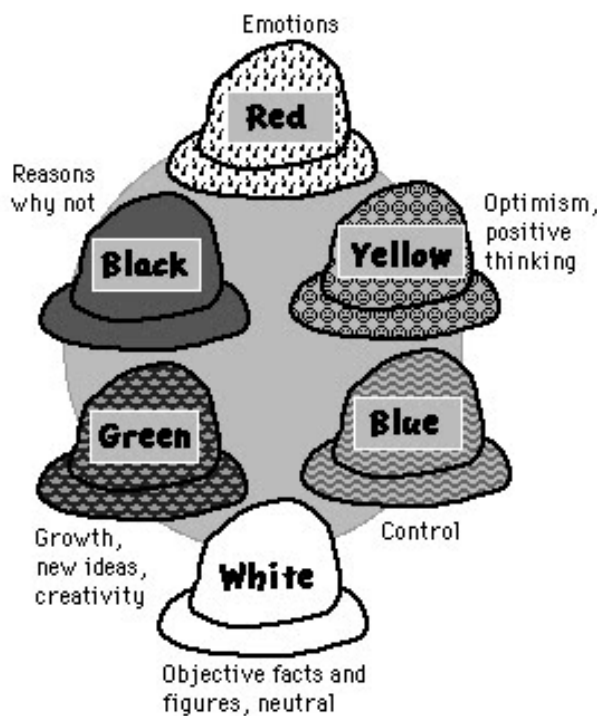
8. Prepare a summary of your text analysis and tell the class about what you knew, did not know, was surprised at and wanted to learn more about. Compare your analysis with the ones of your classmates.

Speaking 2

9. Quite often, to get at the truth you are forced to analyze different views, look at a problem from different angles, try to find some alternative unusual decisions. Discussion and consideration can be of use.

Six Thinking Hats²⁷ is a good technique for looking at an issue from a number of different points of view.

Split the class into six groups. Each group will ‘be wearing’ hats of the same color (one of six). The color of your hat will influence your way of thinking.



White hat. If you are wearing a white hat, your task is to **focus on the data available. Present only facts and figures concerning the issue at focus. Give details.**

Red hat allows you to act emotionally. Try to imagine and show emotions of other people (not only yours), including those who are not familiar with all the facts and figures.

Black hat. You have a chance to present all the negative points of the issue. Prove, why the discussed issue may be a bad decision, criticize it.

Yellow hat. If you are wearing a yellow hat, your view should be very optimistic. Demonstrate the positive points of the issue, try to persuade the class that the new decision is the best solution.

²⁶ The original text is taken from: <http://newsroom.ucla.edu/releases/is-technology-producing-a-decline-79127>

²⁷ The picture is taken from: <http://newtonart.blogspot.ru>

Green hat gives you creativity. You are to develop some new innovative solutions to a problem at focus. Try to develop alternative ways of solving the issue.

Blue hat is worn by responsible people. Your task is to control the whole process of the discussion and chair the meeting. Help the other groups to follow their ways correctly and control the discussion between the groups. You will also have to begin and finish the discussion, offer an order for the groups to speak in. At the end, make a conclusion and offer some advice about possible future actions.

Work in your small groups. Generate the ideas and get ready to retell the text from Reading 2 ‘wearing one of the hats’.



Project work

10. Anyone, in theory, can publish on the Web; therefore, it is imperative for users of the Web to develop a critical eye to evaluate the credibility of Internet information. Developing a keen sense of the credibility of sources, based on such clues as connection of author to the subject, audience, source of publication, and documentation of supporting evidence, can also help you evaluate print and other types of sources. Work in small groups. Bring to the class 3–5 different types of sources from the web, exchange them with another group. Evaluate the credibility of this internet information. Make a 3–4 minute report to the class.

These guidelines are to help you to become a critical reader of mass media. Use the following criteria of an article evaluation to analyze the text from Reading, make a conclusion. Remember to visit the website where the text is published.

1. Is there any evidence that the author of the Web information has some authority in the field about which she or he is providing information? What are the author’s qualifications, credentials and connections to the subject?

2. With what organization or institution is the author associated? Is there a link to the sponsoring organization, a contact number and/or address or e-mail contact? A link to an association does not necessarily mean that the organization approved the content.

3. Does the author have publications in peer reviewed (scholarly and professional) publications, on the Web or in hard copy? (If an author does not have peer reviewed articles published, this does not mean that she or he does not have credible information, only that there has been no professional ‘test’ of the author’s authority on that subject.)

4. Are there clues that the author/s are biased? For example, is he/she selling or promoting a product? Is the author taking a personal stand on a social/political issue or is the author being objective? Bias is not necessarily ‘bad’, but the connections should be clear.

5. Is the Web information current? If there are a number of out-of-date links that do not work or old news, what does this say about the credibility of the information?
6. Does the information have a complete list of works cited, which reference credible, authoritative sources? If the information is not backed up with sources, what is the author's relationship to the subject to be able to give an 'expert' opinion?
7. Can the subject you are researching be fully covered with WWW sources or should print sources provide balance? Much scholarly research is still only available in traditional print form. It is safe to assume that if you have limited background in a topic and have a limited amount of time to do your research, you may not be able to get the most representative material on the subject. So be wary of making unsupportable conclusions based on a narrow range of sources.
8. On what kind of Web site does the information appear? The site can give you clues about the credibility of the source²⁸.

Article analysis

11. Prepare an analysis of the article '*Olympics Opening Ceremony Offers Fanfare for a Reinvented Russia*' by *D.M. Herszenhorn*²⁹ using the criteria and plan from Exercise 10 and Unit 11, Exercise 5.
12. Find a news article on the Internet (at least 1000 symbols). Analyze the article using the criteria from Exercise 10. Also, make an analysis using the plan from Unit 11, Exercise 5. Use the vocabulary for the newspaper analysis from *Photocopiable material*.

²⁸ The original text is taken from: <http://mason.gmu.edu/~montecin/web-eval-sites.htm>

²⁹ See the source: http://www.nytimes.com/2014/02/08/sports/olympics/russia-opens-sochi-games-with-pageantry-and-pride.html?_r=4

Unit 14. Mass Media and Politics

You know, the media and politicians are always gonna be in a bit of tension with one another and probably most of the time that's healthy and indeed even creative. But it's where – it's really when news organizations are used as kind of instruments of politics that it gets tricky.

Tony Blair

Starter

Task 1. What's happening in the news right now, both in your country and abroad? Present a 2-minute news report for the lesson.

Task 2. In groups, discuss the following question:

5. How do the peoples of any country know about their political leaders, party politics or public policy?

6. What are the functions of mass media in terms of politics? Brainstorm ideas in small groups, make a mind map, and then discuss it with the class.

7. How do politicians engage the mass media for their purposes? Give examples.

Reading 1

1. Look at these expressions, paraphrase them explaining their definition, give Russian equivalents.

to shape the views of citizens; around the clock; to court media support; to advocate ideology; to assert oneself as a major player; to divert people's attention away from.

2. Work in pairs. Match the words/expressions with their definition, give Russian equivalents. Use a dictionary.

1	2	3	4	5	6	7	8	9	10

- 1. a whim a) mostly about journalists that seek out and expose scandal, especially concerning public figures
- 2. a muckraker b) a sudden, passing, and often fanciful idea; impulsive or irrational thought
- 3. to vilify c) temptation; something that attracts

- 4. a lure d) a blessing or benefit
- 5. to sensationalize e) to change someone's opinion
- 6. a watchdog f) to smear, to damage, to blacken someone's reputation
- 7. to sway g) a person or organization that works to stop people from doing illegal things
- 8. to eclipse the influence h) to overshadow, to minimize someone's influence
- 9. to disseminate i) to exaggerate
- 10. a boon j) to spread, publish, broadcast

3. Social media posts as a part of mass media communication also intend to reach a public audience, to create, share and exchange ideas of user-generated content. They are considered as another voice of free speech nowadays. Skim a passage from a social sciences and humanity studies academic blog. Find more answers to the questions from Starter, if any. Add more ideas to your mind map.

4. Read the text more carefully: split the text into subtopics; entitle each part; highlight the main idea; note details/examples. Use key words to take notes. Complete the table, then discuss it with the class:

3. Topic	4. Main idea	5. Details / examples

Media and Power: How politicians use media³⁰

Bhrikuti Rai and Tshering Dolker Gurung / Jan 16, 2009

Since colonial days, newspapers have **shaped the views** of American citizens of the political leaders and institutions. The twentieth century introduced radio and television as powerful new players in politics. As the millennium came to a close, politicians **wrestled with** the impact of the newest form of media – the internet.

Few countries around the world allow a free press which can influence the political leaders. Many states completely operate and censor their own media, and use them to promote policies of their leaders' **whims**. Even democratic states like Great Britain and France have a firmer control of their media, often punishing critical correspondents. The First Amendment freedom of the press has been taken very seriously in the United States.

Most news originates from the government and different branches in the bureaucracy. The reports are usually not questioned or investigated further – the state is considered a 'reliable' source of information. And there is really no way of controlling that which the government supplies. Thus, the media is only forwarding whatever the government wants to get to public attention – and it is reported as if it was neutral reporting. Different journalists and different networks may comment on the news from

³⁰ The original text is from <https://visitskc.wordpress.com/2009/01/16/media-and-power-how-politicians-use-media/>

different points of view, but the original news is the same and is carefully put together to fit and support whatever purpose. Today's news market is huge – the government actually *sells* the rights to tell the public whatever the government wishes the public to 'know' (true or not). News networks such as CNN and BBC cover the globe, and even small countries like Sweden with only nine million people have television channels broadcasting only news – **around the clock**.

Media producers and editors decide which stories make the headlines, which get buried on page 16, and which receive no mention whatsoever. Given the fiercely competitive capitalist market, irresponsible publishers have often **sensationalized** news to increase profits. Politicians desperately **court media support**, recognizing their ability to promote or destroy political reputations. Members of the media have also **acted as watchdogs** on private enterprise and public officials. **Muckrakers** of the early twentieth century drew attention to abuses in the meat-packing industry, the formation

of trusts, and the corruption of municipal governments. Bob Woodward and Carl Bernstein of *The Washington Post* **played crucial roles** in exposing the White House role in the Watergate cover up.

People all over the world have always resorted to newspapers for keeping track of the political issues of their countries. Since the fall of Panchayat system people in Nepal have been reading newspapers to follow with the political issues of the country. In the American context newspaper editors heavily influenced the road to the American Revolution. Arguments against the Stamp Act, the Boston

Massacre, and the burning of cities such as Norfolk were printed, enraging the reading public. Back in those days, newspapers were often financed by a group of individuals who **advocated** a particular political **ideology**. Newspapers remain a major source of news for majority. Editors continue to endorse political candidates before Election Day. Political candidates continue to receive daily briefings on, and often read the major newspapers. They even keep up with political cartoons and comic strips to see which way the political winds are blowing. Despite brutal competition from newer forms of mass media, the old-fashioned daily paper retains its influence³¹.

Throughout American history, the most successful politicians were those who could manipulate the dominant news medium of their time. Franklin Roosevelt was the first president to take advantage of this new medium-radio. When he entered the White House in 1933, America was in the darkest days of the Great Depression. Through a series of 'Fireside Chats', on radio, FDR informed Americans of his plans to stimulate the economy. More importantly, his soothing voice assured listeners that despite the current crisis, the United States had the resources and the character to survive. Father Charles Coughlin's fiery radio broadcasts reached an estimated 40,000,000 listeners and attempted to **sway popular opinion away from** Franklin D. Roosevelt and his New Deal policies. Later the



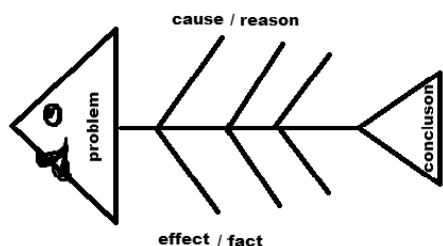
³¹ The picture is taken from: http://www.hahastop.com/pictures/Internet_Freedom.htm

most successful politicians have accepted the power of television and mastered its potential. Dubbed **‘The Great Communicator’**³², Ronald Reagan made his political career with his television image. Barack Obama- the President Elect of USA is an example of this nowadays. It was proved through a survey that Obama’s campaign had covered more air time as in comparison to his opponent John McCain. Obama’s television appearances weren’t just limited to political debates and serious political interviews. In order to reach the mass he made frequent appearances in popular shows of Jay Leno, David Letterman and Oprah Winfrey. Although **vilified** by many, the American press has **asserted** itself as a major player in shaping government policies – from the earliest days to the present.

Since the advent of television, no innovation has had the potential to impact politics greater than the Internet. With more and more people getting connected, the ability to reach millions of voters will be a **lure** which no politician can resist. The Internet is yet to **eclipse the influence** of newspapers, radio, or television. However, cyberspace has an advantage over the older news sources. The Internet is an interactive medium, allowing citizens to send information as well as receive it – in real time. Thousands of political newsgroups have been created to cover the entire spectrum of political ideology. Interest groups have reached new audiences on the World Wide Web, creating the potential for an even greater influence and broaden the support networks. Blogging has also become one of the most widely used medium to influence public opinion. For politicians, blogs have proved to a **boon** since they are now able to **divert people’s attention away** from mainstream media and bring forward the information they want to **disseminate**.

Speaking 1

6. Having elaborated on the issue *Media and Politics*, make a fish-bone that would help you to speak. Create a thesis statement which is the ‘problem’ in the scheme. Be creative, your thesis statement should contain some assertion. Next, present your reasons / facts or the course /



effect supported by examples / facts / details. And finally, arrive at your conclusion. Your speech should be 3–4 minutes long. Variants: a) A student speaks in front of the class. The class flow the speech and should be ready to ask challenging questions, i.e. to cross-examine the speaker. b) Do the same, but in pairs or small groups.

³² Ronald Reagan’s nickname «The Great Communicator» arose from his many public speeches.

Reading 2

7. Read an excerpt written by a blogger. Look at the text codes listed below. While reading the text, write the symbol next to the text information it refers. After you have coded the text, compare and discuss your codes with a partner and then with the class. Do you support the blogger's position? Why? Why not?

V *I know that*

X *Something contradicts what I know*

?? *Question, need clarification, or unsure*

!! *New, surprising, challenging*

☆ *Important, key, vital*

👁️ *I can visualize that*

∞ *I made a connection to something in my life, the world, or something I have read*

ZZZ *This is boring. I'm falling asleep.*

Those of us versed in these new ways of online communication know that any **political figure** who can truly and completely adopt social media methods would have a formidable secret weapon in their arsenal. A weapon that would have to be adopted across all the battling parties or they would quickly fall by the wayside. Obama has come the closest at showing the world how to effectively use social and new media in a political campaign with great success. He's the first candidate to start using **widgets** to make it incredibly easy for anyone to donate to the campaign through his **plethora** of social networking sites. With podcasts, **viral videos**, twitter streams and Flickr groups there seemed to be no corner of the Internet where Obama wasn't being talked about. Who knows how much of this was actually orchestrated by Obama's people themselves? Does it really matter? The conversations were happening and it seemed Obama's supporters were the most **clued up** as to how to **keep the ball rolling**. This has become an easy way for politicians to express their views and divert public's attention away from the mainstream media. Blogs and social networking sites have proved as better medium to reach out to the mass³³.

³³ The original text is taken from: www.scottmeis.com

Speaking 2

8. Have a role-play debate. You are on a talk show in which media, public and political representatives discuss the issue – The Freedom of the Media from Political Interference (or the class may raise any other challenging questions).



Chose one of roles your teacher handed out. Students with the same roles work together in groups to develop a 2–3 minutes speech on the issue at hand, and choose a spokesperson to present it to the class. Students who have unique roles work individually to develop a speech. NB! – The speeches should reflect the perspectives and interests of the role students have been assigned. Follow the scenario given in the handouts³⁴.

Article analysis

9. Find the full version of the article ‘Russian History Receives a Makeover That Starts With Ivan the Terrible’ from Unit 10, Exercise 5, G (follow the web link). Prepare an article analysis according to the plan from Unit 11, Exercise 5. Use the vocabulary for the newspaper analysis from *Photocopiable material*.

Keep in mind 5 key Media Literacy questions:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently from me?
4. What lifestyles, values and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

³⁴ The picture is taken from: <http://szn74.ru/Publications/news?page=105>

Final Project Work

10. This activity is a take-home assignment. Read several editorials from different newspapers on the same subject/issue. Find background material connected to the subject in question and then develop an editorial that is a rebuttal of one of the positions. While searching different sources, complete the table that may help you to analyze the issue. Make a presentation on your research.

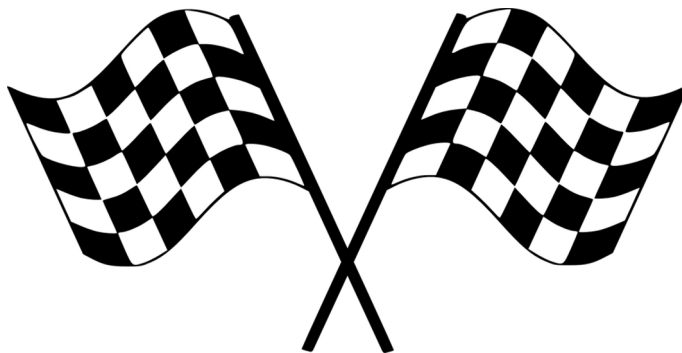
Article: title / link / source / date of article	Author	Vocabulary with definition*	Main idea**	Details*** (3–5 bullet points)	Analysis ****

**What words do you need to look up and understand and fully comprehend this article?*

***Main idea should be 2–3 sentences long. (Look up in the title and topic sentence of each paragraph to understand the main idea and combine them).*

****Look within the body paragraphs. Look for the details that are interesting, unique, get your interest and support the main idea. Details should also help you complete the analysis.*

*****How does it matter? How does it connect to something you have learnt about: beliefs, bias, ethics, history, geography, etc.*



Учебное издание

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Mass Media

Part 2.

Analyzing Media

*Учебное пособие по английскому языку
для студентов дневного отделения
(языковой уровень Upper-Intermediate)*

Редактор *Т. А. Каракан*

Подписано в печать 22.06.2016. Формат 60×90 1/8.
Бумага офсетная. 3,5 уч.-изд. л. Тираж 100 экз. Изд. № 383

Федеральное государственное бюджетное образовательное
учреждение высшего образования
ПЕТРОЗАВОДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Отпечатано в типографии Издательства ПетрГУ
185910, г. Петрозаводск, пр. Ленина, 33

ISBN: 978-5-8021-2886-2



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