

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Запорізький національний технічний університет

Методичні вказівки
до практичних занять та самостійної роботи
з дисципліни
“Практичний курс основної іноземної мови (англійської)”
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PART 2. THE WORLD OF MASS MEDIA

Introduction

“Mass communication--wonder as it may be technologically and something to be appreciated and valued--presents us with a serious danger, the danger of conformism, due to the fact that we all view the same things at the same time in all the cities of the country.”

— Rollo May, *The Courage to Create*

What is Mass Communication?

Is mass communication the study of communicating with the masses? Well, yes. But there's more to it than that. Mass Communication Wordcloudcommunication is about storytelling with strategy and purpose. The study of mass communication is centered around how messages persuade and affect the behavior and opinion of the person or people receiving the content. Mass communication has become a vital and seamless part of everyday life. Today's society is dependent on mass communication — from morning television news to social media feeds and blog posts; from personalized advertising messages to branded content sponsored by a specific company. Messages sent by mass communicators help inform the public and often help set agendas and public opinion.

Mass communicators help people develop an understanding of social problems and make informed decisions. The general public is dependent on mass communication for information about goods and services available for purchase or use. Trained mass communicators know the best way for their messages to reach the most people or the people most interested in the messages. Through journalism, mass communicators use newspapers, television, radio, magazines, blogs, websites, mobile apps and social media to reach their publics. Through strategic communication, public relations or advertising practitioners craft strategic messages about a product, brand, company or service. With the diversification and evolution of mass communication, the field has expanded to a wide variety of social media and digital applications. The use of effective mass communication channels is becoming even more important in today's fast-paced and global environment. The study and implications of mass communication, as well as the understanding of effective, ethical and diverse messaging, has never been more important.

TEXT 1

THE ROLE AND INFLUENCE OF MASS MEDIA

Exercise 1. Read and translate the following text. Examine the main sociological perspectives on the role of media.

Mass media is communication — whether written, broadcast, or spoken — that reaches a large audience. This includes television, radio, advertising, movies, the Internet, newspapers, magazines, and so forth.

Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as a mediated culture where media reflects and creates the culture. Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important. Mass media makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of miles, people could not become famous. In fact, only political and business leaders, as well as the few notorious outlaws, were famous in the past. Only in recent times have actors, singers, and other social elites become celebrities or “stars.”

The current level of media saturation has not always existed. As recently as the 1960s and 1970s, television, for example, consisted of primarily three networks, public broadcasting, and a few local independent stations. These channels aimed their programming primarily at two-parent, middle-class families. Even so, some middle-class households did not even own a television. Today, one can find a television in the poorest of homes, and multiple TVs in most middle-class homes. Not only has availability increased, but programming is increasingly diverse with shows aimed to please all ages, incomes, backgrounds, and attitudes. This widespread availability and exposure makes television the primary focus of most mass-media discussions. More recently, the Internet has increased its role exponentially as more businesses and households “sign on.” Although TV and the Internet have dominated the mass media, movies and magazines — particularly those lining the aisles at grocery checkout stands — also play a powerful role in culture, as do other forms of media.

What role does mass media play? Legislatures, media executives, local school officials, and sociologists have all debated this controversial question. While opinions vary as to the extent and type of influence the mass media wields, all sides agree that mass media is a permanent part of modern culture. Three main sociological perspectives on the role of media exist: the limited-effects theory, the class-dominant theory, and the culturalist theory.

Limited-effects theory

The limited-effects theory argues that because people generally choose what to watch or read based on what they already believe, media exerts a negligible influence. This theory originated and was tested in the 1940s and 1950s. Studies that examined the ability of media to influence voting found that well-informed people relied more on personal experience, prior knowledge, and their own reasoning. However, media “experts” more likely swayed those who were less informed. Critics point to two problems with this perspective. First, they claim that limited-effects theory ignores the media's role in framing and limiting the discussion and debate of issues. How media frames the debate and what questions members of the media ask change the outcome of the discussion and the possible conclusions people may draw. Second, this theory came into existence when the availability and dominance of media was far less widespread.

Class-dominant theory

The class-dominant theory argues that the media reflects and projects the view of a minority elite, which controls it. Those people who own and control the corporations that produce media comprise this elite. Advocates of this view concern themselves particularly with massive corporate mergers of media organizations, which limit competition and put big business at the reins of media — especially news media. Their concern is that when ownership is restricted, a few people then have the ability to manipulate what people can see or hear. For example, owners can easily avoid or silence stories that expose unethical corporate behavior or hold corporations responsible for their actions.

The issue of sponsorship adds to this problem. Advertising dollars fund most media. Networks aim programming at the largest possible audience because the broader the appeal, the greater the potential purchasing audience and the easier selling air time to advertisers becomes. Thus, news organizations may shy away from negative stories about corporations (especially parent corporations) that finance large advertising

campaigns in their newspaper or on their stations. Television networks receiving millions of dollars in advertising from companies like Nike and other textile manufacturers were slow to run stories on their news shows about possible human-rights violations by these companies in foreign countries. Media watchers identify the same problem at the local level where city newspapers will not give new cars poor reviews or run stories on selling a home without an agent because the majority of their funding comes from auto and real estate advertising. This influence also extends to programming. In the 1990s a network cancelled a short-run drama with clear religious sentiments, *Christy*, because, although highly popular and beloved in rural America, the program did not rate well among young city dwellers that advertisers were targeting in ads.

Critics of this theory counter these arguments by saying that local control of news media largely lies beyond the reach of large corporate offices elsewhere, and that the quality of news depends upon good journalists. They contend that those less powerful and not in control of media have often received full media coverage and subsequent support. As examples they name numerous environmental causes, the anti-nuclear movement, the anti-Vietnam movement, and the pro-Gulf War movement.

While most people argue that a corporate elite controls media, a variation on this approach argues that a politically “liberal” elite controls media. They point to the fact that journalists, being more highly educated than the general population, hold more liberal political views, consider themselves “left of center,” and are more likely to register as Democrats. They further point to examples from the media itself and the statistical reality that the media more often labels conservative commentators or politicians as “conservative” than liberals as “liberal.”

Media language can be revealing, too. Media uses the terms “arch” or “ultra” conservative, but rarely or never the terms “arch” or “ultra” liberal. Those who argue that a political elite controls media also point out that the movements that have gained media attention — the environment, anti-nuclear, and anti-Vietnam — generally support liberal political issues. Predominantly conservative political issues have yet to gain prominent media attention, or have been opposed by the media. Advocates of this view point to the Strategic Arms Initiative of the 1980s Reagan administration. Media quickly characterized the defense program as “Star Wars,” linking it to an expensive fantasy. The public failed to support it, and the program did not get funding or congressional support.

Culturalist theory

The culturalist theory, developed in the 1980s and 1990s, combines the other two theories and claims that people interact with media to create their own meanings out of the images and messages they receive. This theory sees audiences as playing an active rather than passive role in relation to mass media. One strand of research focuses on the audiences and how they interact with media; the other strand of research focuses on those who produce the media, particularly the news.

Theorists emphasize that audiences choose what to watch among a wide range of options, choose how much to watch, and may choose the mute button or the VCR remote over the programming selected by the network or cable station. Studies of mass media done by sociologists parallel text-reading and interpretation research completed by linguists (people who study language). Both groups of researchers find that when people approach material, whether written text or media images and messages, they interpret that material based on their own knowledge and experience. Thus, when researchers ask different groups to explain the meaning of a particular song or video, the groups produce widely divergent interpretations based on age, gender, race, ethnicity, and religious background. Therefore, culturalist theorists claim that, while a few elite in large corporations may exert significant control over what information media produces and distributes, personal perspective plays a more powerful role in how the audience members interpret those messages.

Exercise 2. Translate the following words and phrases into Ukrainian:

mass media, to meet eminent people, to shape public opinion, means of communication, to influence a very large audience, advertising, to play a crucial role in smth, forming public opinion newsgathering, to provide news output, to force attention to smth to build up a public image, capacity to act autonomously, impartial, to inform smb of smth, complete and accurate information, to provide reliable information, sensational events, crimes, natural disasters, unusual events, daily mass media, health care, advice columns, review of books, comics, crossword puzzles, to focus public attention on smth, urgent problems, to offer goods and services, to form the opinion on different events, to provide smb with information, means of entertainment.

Exercise 3. Read the following quotes and statements, comment on them.

“Media manipulation currently shapes everything you read, hear and watch online. Everything.” — Forbes

“Propaganda is to a democracy what the bludgeon is to a totalitarian state.” — Noam Chomsky

“What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.” — W.H. Auden, *The Dyer's Hand*

“The average TV commercial of sixty seconds has one hundred and twenty half-second clips in it, or one-third of a second. We bombard people with sensation. That substitutes for thinking.” — Ray Bradbury, *Fahrenheit 451*

Exercise 4. Look at this layout of a newspaper. Say what article you would like to read. Why?

WHAT CAN ONE READ IN A NEWSPAPER?

PARTS OF A NEWSPAPER

headline

PM BACKS PEACE PLAN

In a statement to the House of Commons, the Prime Minister announced that he would support a peace plan for Northern Ireland.

the editorial

feature article

MOVE TO CREATE MORE JOBS

Majority of firms anticipate the loss of jobs in the next few months, as the Government's programme to create more jobs is implemented.

scandal

QUEEN'S GEMS RIDDLE

An ancient document from the Queen's collection has been found which contains a riddle about the Queen's jewels.

business news

MORTGAGES CUT AS BANK RATES FALL AGAIN

Commercial banks in England are now offering mortgage rates at their lowest for several months.

SPORT REPORTS

Football: A very close match in the FA Cup, when the home team won by a narrow margin.

Cricket: A very close match in the County Championship, when the home team won by a narrow margin.

CROSSWORD

HOROSCOPE

For the week of April 15-21, the sign of the Taurus is dominant.

CARTOONS

small ads

WANTED

HINTS:

- ✓ look through the headlines
- ✓ gives information on...
- ✓ interprets and comments on...
- ✓ keep up with international affairs
- ✓ interested in....
- ✓ I am concerned with...
- ✓ want to know more about...
- ✓ stories about crimes and royal family
- ✓ love to do crossword puzzles
- ✓ want to know more about...
- ✓ look for...

Exercise 5. Read, translate and learn by heart the following list of vocabulary items related to mass media:

News — a report of a recent event; what is reported about a recent event or events.

News Services — news companies that have their own reporters. They sell their articles to the media. Associated Press (AP), United Press International (UPI) and Reuters are the top three news services used in the U.S.

The Media — all the means of mass communication (newspapers, TV, radio, websites, magazines).

Editor — the head of a news organization; person who chooses the articles that will be printed each day.

Columnist — a person who writes a regular (daily or weekly) article for a newspaper or magazine, such as a political columnist or a sports columnist.

Journalist (a newspaperman) — a person who practices journalism, the gathering and dissemination of information about current events, trends, issues, and people while striving for non-bias viewpoint.

Reporter — a type of journalist. They create reports as a profession for broadcast or publication in mass media such as newspapers, television, radio, magazines, documentary film, and the Internet. Reporters find sources for their work, their reports can be either spoken or written, and they are often expected to report in the most objective and unbiased way to serve the public good.

Correspondent — a person employed by a news organization to gather, report, or contribute news, articles, etc., regularly from a distant place.

The Press — all the media and agencies that print, broadcast, or gather and transmit news.

Source — someone who gives a reporter information; a supplier of information.

Eyewitness — a person who sees an occurrence with his own eyes and is able to give a firsthand account of it.

Ombudsman / Public Editor — a neutral individual employed by a news organization to receive, investigate, report on and (in some instances) resolve reader or viewer complaints against a news organization.

Article — a story based on the facts.

Story — a news article or report.

Front Page — the first page of a paper, usually carrying the most important story.

Feature — a special or regular article, usually displayed prominently.

Column — a regular article or feature in a newspaper or magazine. Columns are written by columnists. What differentiates a column from other forms of journalism is that it meets each of the following criteria:

It is a regular feature in a publication

It is personality-driven by the author

It explicitly contains an opinion or point of view

Editorial

Headline — title of any newspaper article.

Caption — a sentence or phrase under a picture to identify or describe the picture

Slander — a false report maliciously uttered and tending to injure the reputation of a person.

Bias — when an editor or reporter expresses a personal point of view in a news article or in a series of articles.

Objective — not affected by personal feelings or prejudice; based on facts; unbiased.

Subjective — based on personal feelings.

Plagiarize — to put forth as original to oneself the ideas or words of another.

Ethical — pertaining to or dealing with morals; pertaining to right and wrong in conduct.

Credible — believable; worthy of belief or confidence; trustworthy.

Advertising — a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a

particular brand of product or service. Many advertisements are designed to generate increased consumption of those products and services through the creation and reinforcement of "brand image" and "brand loyalty".

Blog — a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries.

Broadcasting — the distribution of audio and/or video signals which transmit programs to an audience. The audience may be the general public or a relatively large sub-audience, such as children or young adults.

An editorial, leader (US), or leading article (UK) — an article in a newspaper or magazine that expresses the opinion of the editor, editorial board, or publisher.

The editorial board — a group of editors, usually at a print publication, who dictate the tone and direction that the publication's editorials will take. In much of the English-speaking world, editorials are typically not written by the regular reporters of the news organization, but are instead collectively authored by a group of individuals

Journalism — the craft of conveying news, descriptive material and comment via a widening spectrum of media. These include newspapers, magazines, radio and television, the Internet and, more recently, the cellphone. Journalists—be they writers, editors or photographers; broadcast presenters or producers—serve as the chief purveyors of information and opinion in contemporary mass society.

Media bias — a term used to describe a real or perceived bias of journalists and news producers within the mass media, in the selection of which events will be reported and how they are covered. The term "media bias" usually refers to a pervasive or widespread bias contravening the standards of journalism, rather than the perspective of an individual journalist or article.

Media event — an event that is staged primarily for the purpose of simply being covered.

News — any new information or information on current events which is presented by print, broadcast, Internet, or word of mouth to a third party or mass audience. News, the reporting of current information on television and radio, and in newspapers and magazines.

Newspaper — a newspaper is a written publication containing news, information and advertising, usually printed on low-cost paper called newsprint. General-interest newspapers often feature articles on political events, crime, business, art/entertainment, society and sports. Most traditional papers also feature an editorial page containing columns which express the personal opinions of writers. Supplementary sections may contain advertising, comics, coupons, and other printed media. Newspapers are most often published on a daily or weekly basis, and they usually focus on one particular geographic area where most of their readers live.

Press conferences — meetings with reporters.

Propaganda — the dissemination of information aimed at influencing the opinions or behaviors of large numbers of people. As opposed to impartially providing information, propaganda in its most basic sense presents information in order to influence its audience.

Television (TV) — a widely used telecommunication medium for transmitting and receiving moving images, either monochromatic ("black and white") or color, usually accompanied by sound. "Television" may also refer specifically to a television set, television programming or television transmission.

Tabloid — a newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material

Yellow journalism — the term used to describe sensational news reporting.

Exersice 6. The mass media has a great influence in shaping people's ideas. To what extent do you agree or disagree with this statement? Give reasons for your answer. Explain why the media is so influential in influencing public opinion. Discuss the positive and negative effects of this bias.

Exercise 7. Match terms with their definitions.

- | | | | |
|---|--|---|-----------|
| 1 | Comedy program based on everyday experiences | A | phone in |
| 2 | A television or radio programme in which stars and celebrities are invited to talk informally about various topics | B | Fliers |
| 3 | A photographer who follows | C | editorial |

- celebrities in order to photograph them and sell the pictures to newspapers or magazines
- | | | | |
|----|--|---|------------|
| 4 | A radio or television programme where listeners or viewers telephone the studio and participate in the programme | D | Audience |
| 5 | A group of associated television or radio channels | E | soap opera |
| 6 | Spectators, listeners or viewers | F | Advert |
| 7 | Commercial promotion of a product or service | G | Sitcoms |
| 8 | Small printed notice or advertisement | H | Network |
| 9 | A serial television or radio drama dealing with daily events in the lives of the same group of characters | I | Paparazzi |
| 10 | An article presenting the opinion of the editors or publishers | J | chat shows |

Exercise 8. Translate the following text into English.

Мас-медіа як джерело агресивних спонукань

Мас-медіа відіграють важливу роль у нашому житті, в процесі соціалізації особистості, оскільки відомо, що людина протягом свого життя сприймає найбільше інформації про оточуючий світ за допомогою зорового та слухового сприйняття. Мас-медіа складаються з таких організацій – телебачення, радіо, газети, журнали – все це утворює дуже великий та впливовий сегмент у творенні суспільної думки. Мас-медіа завжди чомусь вчать – питання тільки “Чому?” Різні навчальні, розважальні програми сприяють розвиткові дітей (оволодіння мовою, світосприйняття та ін.), вчать дітей самоконтролю, поваги до себе та інших. Також часто радіо і телебачення проводять різноманітні антиалкогольні компанії, виступають проти куріння, наркотиків та СНІДу.

Але у мас-медіа є й інший бік медалі – шкідливий вплив на людей, особливо на початкових етапах соціалізації. Існує думка, що мас-медіа впливають на агресивність у людей, а особливо у дітей, оскільки телебачення все частіше стає основним каналом сприйняття довколишньої реальності. Багато дітей імітують поведінку та

стосунки, які вони бачать по телебаченню, а дуже часто ця поведінка зображується не у найкращому варіанті.

Коли у 40-х роках з'явилося телебачення, були сподівання, що суспільство під його впливом стане кращим. Але замість цього ми помічаємо, що воно стає дедалі жорстокішим та некерованим. Відомий дослідник Бруно Бетельхейм 1976 року сказав: “Телебачення змінює характер та поведінку дітей під час їх ігор.” І дійсно, коли було проведено експеримент, протягом якого одну групу дітей батьки обмежували у перегляданні телепрограм, а іншу – ні, то отримані результати виявилися досить цікавими. Дошкільнята, яких обмежували у “спілкуванні” з телевізором, під час навчання були більш активні та допитливі на уроках, менш агресивні у спілкуванні. Чому результати виявилися саме такими? Відповідь криється у якості тієї продукції, яку нам пропонують мас-медіа.

Часто по телебаченню можна побачити сцени насилля у найрізноманітніших його формах та проявах. Ця тенденція також спостерігається і у деяких дитячих програмах, а особливо у мультфільмах. В середньому різні розважальні програми можуть містити до 5 сцен насилля за годину. За даними американських досліджень деякі дитячі програми містять навіть вищий рівень насилля, ніж звичайні розважальні передачі.

Повертаючись до теми виховання та розвитку дитини, потрібно зазначити, що більшість школярів віддають частіше перевагу перегляду телепрограм, ніж роботі у класі чи бібліотеці. Відповідно збільшується частка пропущених занять, зменшується рівень знань та падає успішність. Середньостатистичний школяр проводить за навчанням в середньому 11 000 годин на рік, а біля телевізора – 15 000 годин. Молодь більше дивиться телевізор, ніж займається будь-якою іншою активною діяльністю. Навіть, якщо й телебачення відіграє роль учителя – ця роль є суто пасивною, адже дитина не може безпосередньо спілкуватися та ставити запитання. Тому контакт з телебаченням, на відміну від контакту з сім'єю, родиною чи друзями – є одностороннім. Телебачення не може впливати вибірково, воно впливає на всіх без винятку. Тому то й важко оцінювати вплив наявності насилля на телеекранах на рівень агресивності населення, адже кожна людина – це в першу чергу неповторна особистість.

Мас-медіа не тільки погано впливають на розвиток та рівень агресії у дітей, воно ще й переносить цю агресію та насилля у реальне

життя, у наші стосунки, ставлення до інших. Інколи телебачення здатне змінювати погляди людей на світ, сприяти розвитку ненависті, злоби, бути причиною вбивств та самогубств, сприяти поширенню куріння, алкоголю та наркотиків. Мас-медіа можна сміливо назвати одним з найпотужніших видів зброї “масового ураження”, тому є дуже важливим для сьогодення те, в чиїх руках контроль над інформацією. Адже людська агресивність та злість – речі практично некеровані, і завжди знайдуться люди, які захочуть цією некерованістю скористатися.

На сьогоднішній день існує ще багато суперечок з приводу того, як саме насилля та жорстокість на екранах впливає на соціалізацію дітей, стосунки між людьми, їх агресивність. Хоча багато дослідників зазначають, що часто діти все таки відрізняють реальність від того, що вони бачать на телеекранах, а саме телебачення не тільки розвиває в них агресивність, а вчить їх реально мислити та оцінювати оточуючий світ.

Exercise 9. Write an opinion essay on the following topic: “The mass media, including TV, radio and newspapers, have great influence in shaping people’s ideas”.

TEXT 2

LIFE WITH THE BOX

“People are sheep. TV is the shepherd.”

— Jess C. Scott, Literary Heroin (Gluttony): A Twilight Parody

Exercise 1. Read and translate the following abstracts.

1. Television belongs to the twentieth century. John Baird from Scotland was one of the first men send pictures of moving things by electric waves. His friends who lived a few miles away were able to receive these pictures at the same time. In 1928 he showed that colour TV was possible. Although he had discovered all this, there were other people who also wanted to make television systems and later in 1936 a system from America was first used in Britain.

2. Today in Britain and the USA television is very popular. Ninety-nine per cent of all households own at least one TV set and over half of these also own video recorders. Television has an enormous effect on Americans. Politicians know all about this. They try to make their big public speeches at times when they can get the largest audiences on the evening news programmes. Advertisers, too, understand the power of television. They are willing to spend billions of dollars a year on television.

3. In Britain the average adult watches twenty-six hours of television a week and children watch about twenty hours. Some Americans watch twice as much! People say too much television is bad for children because they just watch the pictures and don't think - but they can also learn a lot from TV.

4. At present there are four television channels in operation: BBC 1, BBC 2, ITV and Channel 4. BBC1 concentrates more on programmes of general interest, such as light entertainment, comedy, sport or children's programmes. BBC 2 provides serious programmes: drama, documentaries, classical music, including occasionally full-length operas. If we watch the news programmes, we can see what is happening all over the world.

5. The news about American television is not all bad. For one thing, Americans themselves are turning off the more violent shows and watching more comedy and news programmes. For mother, the news programmes themselves are becoming more interesting. The most popular is "60 Minutes". If you haven't watched it on Sunday, you won't know what your friends are talking about on Monday, Tuesday, and Wednesday.

Exercise 2. Match the headings below to the paragraphs (there is one extra paragraph):

- a) The most popular leisure activity
- b) The invention of television
- c) British television channels
- d) Television and children

Exercise 3. Read the following article and fill in the missing sentences below. There is one sentence which you don't need to use.

- a) Many adults spend more hours passively before TV than in any other activity except sleep.
- b) It can enlarge our understanding of the world.

c) Many people have become hooked on certain forms of commercial entertainment.

d) Educators are also concerned with the steady decline in children's physical skills.

e) Many authorities have noted a drop in students' ability to think clearly.

Studies have shown that television and its meteoric rise since the 1950s has had more effect than any other technological development in this century on changing the way many of us live. Used rightly, television can be a wonderful medium to inform, expand and broaden one's life. (1) It can open up important knowledge about news, events, of different people, of history, the arts and sciences. Tragically, the typical channels mainly ignore such development. Their programmes are light and amusing. (2) They no longer realize, or care, that they may be neglecting to develop important personal abilities. Let's so easy to let ready-made entertainment take over, to just sit back and let someone entertain us. One study in the US found that more than half of all elementary school children watched TV while their evening meal. An even larger percentage watched while doing homework. (3)

(4) Logic and putting ideas together are processes supported by regular reading and by having time to think about events. TV, by contrast, usually presents its messages in little, rapid clumps of little information as to how and why the events took shape. Heavy television viewing kills the initiative to take an active part in outdoor games, which is essential for a child's development. And, at its worst, television entertainment is filled with false deals, morals, ethics, relationships, role-models and, of course, violence. (adapted from "The Plain Truth", July 1990)

Exercise 4. Find in the text words or phrases which have a similar meaning to the following:

- a) extremely quick development;
- b) decrease in students' ability;
- c) influence the technological development;
- d) ignore to develop personal abilities;
- e) wrong ideals;
- f) widen our understanding of the world.

Exercise 5. Find the right answer:**Where do they get the information they need?**

- | | What they are interested in | The medium they read |
|----|---|----------------------|
| a) | Mr Sawyer is interested in everything that happens in the world. As a matter of principle he neither listens to the radio nor watches TV. | review (1) |
| b) | Nadine has become unemployed. Now she is looking for a new job. | book review (2) |
| c) | Mrs Smart is a bookworm. But before she spends money on a book she wants to know what it is like. | advertisement (3) |
| d) | Mrs Spendthrift has always got some money to spend on things she does not really need. | report (4) |
| e) | The tourist office is crowded with American and Japanese tourists who want to get some information on the local sights. | brochure (5) |
| f) | Mr Clear is a down-to-earth man. He wants to read facts and does not care for personal views. | jobs column (6) |

Exercise 6. Answer the questions:

1. Why do mass media play a very important role in our everyday life?
2. How do we get any information? What brings it to us?
3. What TV programs do you like to watch?
4. What do daily mass media carry to us?
5. Does mass media help us to form our opinion on different events, information?

Exercise 7. Translate the following text into English.

Зліт і падіння масових комунікацій

Винайдення парового пресу на початку XIX століття, і поява газет для масового ринку, таких як The Sun у Нью-Йорку, позначили собою глибокі зміни. Нові технології масового розповсюдження інформації дали можливість дійти до великої кількості людей з

безпрецедентною швидкістю та ефективністю, але водночас вони віддали контроль над потоком інформації у руки кількох обраних осіб. Спочатку вертикальне поширення новин, від еліти з фахівців до загальної аудиторії, мали вирішальну перевагу над горизонтальним поширенням новин серед громадян. Ця тенденція посилювалася з появою радіо та телебачення у XX столітті. Нові компанії виникли завдяки цим технологіям мас-медіа. В сучасних медіа-організаціях новини збирають фахівці, і їх поширюють серед масової аудиторії разом з рекламою, яка допомагає оплатити всі витрати на діяльність.

За останнє десятиліття інтернет підірвав цю модель і дав змогу соціальним медіа знову заявити про себе. Великою мірою новинна галузь повертається до своєї доіндустріальної форми, але з новими можливостями завдяки інтернету. Мобільні телефони з камерами і соціальні медіа, такі як блоги, Facebook і Twitter можуть видатися чимось цілком новим, але вони імітують ті шляхи, у які люди у минулому збирали та обмінювалися інформацією у минулому.

"Соціальні медіа не є чимось новим, вони просто нині більше поширені", - каже Крейг Н'юмарк. Він порівнює Джона Локка, Томаса Пейна і Бенджаміна Франкліна зі сучасними блогерами. "До 2020 року і політичні, і медіа-ландшафти будуть цілком іншими, тому що люди, які звикли до влади, у різний спосіб покладатимуться на соціальні мережі". Джуліан Ассанж сказав, що WikiLeaks працює у традиціях радикальних памфлетистів часів Громадянської війни в Англії, які намагалися "зробити явними всі Таємниці і Секрети уряду" перед громадськістю. Новини також стають дедалі різноманітнішими, оскільки широко доступними стають інструменти для їх публікації, знижують бар'єри для входу на ринок, і виникають нові моделі, про що свідчить дивовижне піднесення The Huffington Post, WikiLeaks та інших новачків за останні кілька років, не кажучи вже про мільйони блогів. Водночас, новинна галузь стає дедалі самовпевненішою, поляризованою та упередженою, як це було у часи памфлетистів.

Не дивно, що традиційні новинні організації, які сформувалися за останні 170 років, мають багато проблем з адаптацією. Епоха мас-медіа тепер виглядає відносно коротким та аномальним періодом, який добігає кінця. Але вона була достатньо тривалою, щоб у ній сформувалося кілька поколінь журналістів, щоб закони мас-медіа стали вважати законами усіх медіа загалом, як каже Джей Розен. "І коли ви побудували всю свою кар'єру на цьому переконанні, то не є

легко сказати: «Ну, що ж, насправді, це був лише один етап». Ось чому багато з нас думають, що лише зміна поколінь розв'яже цю проблему". Нове покоління, яке виросло з цифровими інструментами, вже проектує надзвичайні нові речі, які можна буде робити з їх допомогою, а не просто використовувати їх для збереження старих моделей. Деякі існуючі медіа-організації переживуть цей перехід, але чимало - ні.

Найбільшим зрушенням є те, що журналістика вже не є винятковою прерогативою журналістів. Звичайні люди відіграють більш активну роль у системі виробництва новин, поряд з безліччю технологічних компаній, новинних стартапів і неприбуткових громадських організацій. Соціальні медіа, звичайно, не примха часу, і їхній вплив лише починає відчуватися. "Вони всюди, і їх буде ще більше в усьому світі", - каже Аріанна Гаффінгтон. Успішними медіа-організаціями будуть ті, які приймуть цю нову реальність. Вони повинні будуть переорієнтуватися на обслуговування читачів, а не рекламодавців, інтегруватися зі соціальними медіа та співпрацювати з читачами, позбутися політичного та морального зайвого тягаря та перестати зводити бар'єри навколо журналістики задля захисту свого становища. Цифрове майбутнє новин має багато спільного з їхнім хаотичним, чорнильним минулим. *The Economist*

Exercise 8. Write an essay on one of the topics given on page 49.

TEXT 3

WHAT IS ADVERTISING?

Exercise 1. Read and translate the following text.

Advertising is mass media content intended to persuade audiences of readers, viewers or listeners to take action on products, services and ideas. The idea is to drive consumer behavior in a particular way in regard to a product, service or concept.

There is not a single generally accepted definition of advertising. Instead, there are several ways to define it. In summary: Advertising is the paid, impersonal, one-way marketing of persuasive information from an

identified sponsor disseminated through channels of mass communication to promote the adoption of goods, services or ideas. Any mass medium can deliver advertising. Some random examples: newspapers, magazines, radio and television broadcasts, films, stage shows, websites, billboards, posters, wall paintings, town criers, human billboards, flyers, rack cards, the back of event tickets, elastic bands on disposable diapers, bathroom stall doors, cars, taxicabs, buses, trains, subway platforms, bus stop benches, street furniture, airplanes, in-flight seat-back trays, overhead bins, passenger screens, skywriting, shopping carts, stickers on fruit in supermarkets, supermarket receipts, coffee cups, mobile phone screens, opening billboards in streaming audio and video.

How is advertising different from public relations? One simple answer is the advertiser has full control of the message all the way to the audience while the public relations professional has control only until the message is released to media gatekeepers who make decisions about whether to pass it on to the audience and in what form.

Exercise 2. Newspapers are one example of an advertising medium. Can you think of others? Study different types of advertising given below.

PECULIARITIES OF ADVERTISING MEDIA

Newspaper and magazine advertising return money for space on their pages. An ad placement can cost from a few dollars for a small display ad in a newspaper up to more than \$100,000 for a full page 4-color ad in a magazine. That doesn't include the cost of producing the ad.

Radio and television advertising return money for time on their air. An ad placement can cost from a few dollars for a few seconds on the air at a local radio station up to nearly \$3 million for 30 seconds in the Super Bowl telecast. That doesn't include the cost of producing the ad.

Online advertising sells products and services at websites with banner ads, contextual ads, email marketing, spam, social networking couponing, etc.

Couponing is the collection of coupons from websites to buy brand-name products at low cost.

Banner ads on a website could cost \$25 a month or less and up to several hundred dollars a month depending on the traffic passing through the site.

Classified ads are small messages in newspapers, magazines and online grouped together under content listings. Generally, they are the most inexpensive way to advertise.

In-store advertising appears beside product displays and at check-out lines to catch a shopper's eye and promote a purchase.

Billboard advertising is outdoor advertising on large signs that can be seen at a distance.

Global advertising refers to a worldwide advertising campaign to build a brand internationally while speaking with one voice.

Exercise 3. Look at the words given below. Label each word

1-for 'advertising media',

2-for 'methods of advertising'

3-for 'verbs to do with advertising'.

Eg. advertorials 2

banner ads	place
billboards (AmE)/	point-of-sale
hoardings (BrE)	pop-ups
cinema	posters
commercials	press
communicate	product placement
endorse	radio
exhibitions	run
free samples	sponsor
Internet	sponsorship
leaflets/flyers	target
outdoor advertising	television
	viral advertising

Exercise 4. Which of the verbs you identified in exercise 3 combine with these nouns?

- a campaign
- a product
- an advertisement
- an event
- a consumer
- a message

Exercise 5. Choose the most suitable words to complete these sentences.

1. A lot of cosmetics companies give away *leaflets* / *commercials* / *free samples* so that customers can try the product before they buy.
2. Advertising companies spend a lot of money on creating clever *slogans* / *posters* / *exhibitions* that are short and memorable, such as the message for Nike: 'Just do it'.
3. Celebrity *exhibition* / *research* / *endorsement* is a technique that is very popular in advertising at the moment.
4. If news about a product comes to you by *word of mouth* / *the press* / *the Internet*, someone tells you about it rather than you seeing an advert.
5. Many companies use post and electronic *slogans* / *mailshots* / *posters* because they can target a particular group of consumers all at the same time

Exercise 6. Read and try to translate the following best known advertising slogans in history, coined by the ad agency N.W. Ayer & Son.

When it rains it pours Morton Salt, 1912

I'd walk a mile for a Camel R.J. Reynolds, 1921

A diamond is forever De Beers, 1947

Reach out and touch someone AT&T, 1979

Be all you can be United States Army, 1981

Give your examples of:

- a) any viral campaigns you have read about;
- b) clever slogans that you remember from advertising campaigns;
- c) sponsorship of any sporting or cultural events.

Exercise 7. Read the following text.

History of advertising

Ancient times. Egyptians wrote sales messages on papyrus wall posters. Political campaign ads were on the walls of Pompeii. Rudimentary commercial advertising existed in Greece, Rome, Arabia, Asia, Africa and South America.

The Middle Ages. Most people were unable to read, but images of clothing, shoes, horse shoes or bags of flour on signs pointed out the tailor, cobbler, blacksmith or miller.

17th century. As reading spread, advertising was printed on handbills. Advertisements promoting medicines and books were printed in weekly newspapers.

19th century Advertising grew as the relative wealth of nations expanded. Advertising developed with the rise of mass production from the late 19th century.

In 1836 in France, the newspaper *La Presse* printed paid advertising on its pages. Because of the money it received for advertising, the paper was able to lower the price it charged readers for a copy. That let it extend its readership which increased its profitability. The beginnings of an advertising agency was conceived by *Volney B. Palmer* in Philadelphia. In 1842, he bought quantities of space in newspapers at a discounted rate, then resold the space at higher rates to advertisers. Palmer was only a space broker – the ad copy, artwork and layout were prepared by the company that had something to advertise. The first true advertising agency was *N.W. Ayer & Son* in Philadelphia in 1869. Ayer planned, created and placed complete advertising campaigns for its customers.

20th century. Advertising became a profession with agencies as the focal point of creative planning. Women were responsible for purchasing for most households, so agencies recognized their insight in the creative process. That led advertising to become a business career choice for women. The first American advertisement to use a sexual sales appeal, created by *J. Walter Thompson Co.* for Woodbury Soap, depicted a couple with the message *The skin you love to touch*. Advertising arrived on the air with radio in the 1920s and the practice of sponsoring programs became popular. With the coming of television in the 1940s, the networks sold ad time on the air to sponsors. Cable television wired the country from the 1980s and satellite TV emerged from the 1990s. They brought new advertising opportunities on the expanded number of channels. Marketing on Internet websites opened new frontiers for advertisers from the mid-1990s.

21st century. Advertising continues in all mass media including newspapers, magazines, radio, television, billboards, classified advertising in print and online, in-store advertising and websites. Recent emphases and innovations include:

Viral marketing uses social networks to increase brand awareness. The technique includes creation and placement of videos, ebooks, interactive flash games, text messages, etc. If a message the marketer is picked up by a social medium, its message will be received by millions.

Niche marketing is advertising targeted to people in specific demographic categories with specific needs and wants.

Product placement places the brand-name of a product or service in front of an audience without a traditional advertisement. For instance, if you are watching a movie and you see a character drinking a Coke while using a Macintosh computer, rather than generic products, those are the result of product placements.

Celebrity branding uses a celebrity to endorse a product or service. It works because people pay attention to celebrities, copying their hairstyles or their clothing styles and admiring them for what they do. Examples are George Foreman commercials in which he sells a grill or Britney Spears selling perfumes. There also are celebrity voice-overs. Some celebrities have distinct, recognizable voices which they lend through celebrity branding to a product or service.

Email advertising is the unsolicited sending of bulk emails, sometimes called spam.

Shock advertising disturbs the audience and offends people. It ranges beyond the usually acceptable advertisement to make a strong point. Some shocking ads have suggestive sexual content and nudity. It's intended to help people remember an ad.

Interactive advertising uses online media to drive consumers toward products, brands, services, political groups, etc., by asking them to respond immediately on-screen to an ad.

Embedded ads are marketing messages placed inside non-advertising products such as video games or news articles to steer readers to branded goods or services.

Crowdsourcing outsources tasks to an undefined group of people in a community through an open call. Those people most fit to solve problems, perform tasks and contribute are gathered together to create the best solution.

Guerrilla marketing follows unusual approaches such as staged encounters in public places, giveaways of products such as cars that are covered with brand messages, and interactive advertising where the viewer can respond to become part of the advertising message.

Meta-advertising is advertising for another advertisement. For instance, an advertiser will advertise for viewers to watch an ad for a new product.

Contextual advertising emphasizes contextually relevant, unobtrusive ads on a website intended to help users. This has fed the

increasing trend toward interactive advertising. Many websites, including the search engine Google, present contextual ads.

Consumer voting through text messages and other innovations of social networks such as Facebook.

The largest advertising agency conglomerates in the world, known in the advertising, public relations and marketing professions as *The Big Four*, are Interpublic, Omnicom, Publicis and WPP.

Exercise 8. Exercise Match the words in bold in the word pairs (1–5) to their meaning (a–e).

- | | |
|-------------------|---|
| 1 publicity stunt | a) newspapers and magazines; |
| 2 design features | b) a short phrase that is easy to remember; |
| 3 Honda slogan | c) a series of actions intended to get a particular result; |
| 4 poster campaign | d) an important, interesting or typical part of something; |
| 5 press coverage | e) something done to get people's attention. |

Exercise 9. What makes a good TV advertisement? Think about ones you have seen. Use some of these words.

clever, interesting, funny, inspiring, eye-catching, original, powerful, strange, shocking, informative, sexy, controversial.

Read the following text:

What do ads look like?

Advertisements include text, audio, video, photography and graphic designs. An effective ad has:

Smart placement where it will be seen by your target audience.

A compelling headline, which is the most important technical aspect of your ad. A powerful headline suggests benefits,



news, how-to or something curious. Readers scan headlines. If yours doesn't grab attention, your ad won't be read.

Eye-catching graphics are a means of getting your audience to read your ad. An attractive graphic and a strong headline will pull a reader or viewer into your ad.

A focus on the objective with all the elements of your ad working to persuade consumers to fulfill your one main objective. Having multiple objectives will confuse people and then they will do nothing.

An irresistible offer including valuable bonuses and risk-free, easy-pay terms. If your offer seems too good to be true, give a plausible explanation for your low price. Help purchasers reconcile your offer in their minds so it makes sense and is believable.

A risk-free offer using testimonials and a strong guarantee. Include facts and statistics. Consumers are skeptical, so make your ad credible and risk-free.

A unique competitive advantage tells your prospects why they should do business with you. Often your unique competitive advantage is the best benefit you can offer so consider including it in your headline or prominent place in the ad.

Selling benefits that your prospects care about. Ultimately, people want to gain pleasure or avoid pain, so tell them how your product or service will help them gain pleasure or avoid pain. They care about what your product or service will do for them personally. Studies show people respond better to the fear of loss (pain) than they do to the promise of gain (pleasure).

Advertorial style makes your ad look like a news story, which will give it credibility. Advertorials have compelling headlines, lots of informative, interesting text, quotes and graphics. People are tired of in-your-face ads and prefer this soft sell today.

A call to action that is explicit and clear, so your customer knows exactly what to do.

A sense of urgency to overcome naturally laziness and procrastination. Lend a sense of scarcity so the customer will act immediately. Limit the quantity of the product available or the length of time it is available.

A simple way to respond urges people buy on impulse rather than logic. Make it easy to do business with you. Because some people like to

telephone, others like to the Internet, and others will only fax their order, it's important to offer multiple ways to be contacted.

Accountability means don't waste your ad dollars. Track your ads to see which are pulling better than others.

Exercise 10. Do you think that these advertising practices are acceptable? Are any other types of advertisement offensive?

- Using children in advertisements
- Using actors who pretend to be 'experts'
- Using nudity in advertisements
- Using 'shock tactics' in advertisements
- Promoting alcohol on TV
- Comparing your products to your competitors' products
- An image flashed onto a screen very quickly so that people are influenced without noticing it (subliminal advertising)
- Exploiting people's fears and worries

Exercise 11. You are members of the creative team at alpha.

1. Prepare an advertising campaign for one of the products or services. Use the Key questions to help you.
2. Present your campaign to the management of the company concerned. When you are not presenting your campaign, play the role of the company's management. Listen and ask questions.
3. Use the assessment sheet below to choose:
 - a) the best campaign concept
 - b) the most effective presentation.

Key questions (advertising team)

1. What is the campaign's key message?
2. What special features does the product or service have?
3. What are its USPs (Unique Selling Points)?
4. Who is your target audience?
5. What media will you use? Several, or just one or two?

If you use:

- a) an advertisement, write the text and do rough artwork.
- b) a TV commercial, use a storyboard to illustrate your idea.
- c) a radio spot, write the script, including sound effects and music.
- d) other media, indicate what pictures, text, slogans, etc. will be used.

6. What special promotions will you use at the start of the campaign?

Assessment sheet (managers)

Give a score of 1–5 for each category: 5 = outstanding,

1 = needs improvement

Campaign concept	Presentation
1. Will it get the target audience's attention?	1. Was it interesting?
2. Will it capture their imagination?	2. Was it clear?
3. Does it have a clear, effective message?	3. Was it loud and clear enough / varied in pitch or monotonous?
4. Will it differentiate the product or service?	4. Was the pace too quick, too slow or just right?
5. Will it persuade the target audience to buy the product or service?	5. Was the language fluent, accurate and appropriate?
6. Will the target audience remember the campaign?	6. Did it impress you?

Exercise 12. Which of the following statements do you agree with?

1. People remember advertisements, not products.
2. Advertising has a bad influence on children.
3. Advertising tells you a lot about the culture of a particular society

TEXT 4

MASS MEDIA IN UKRAINE

Exercise 1. Read the following text and translate it.

Ukrainian mass media, which include press, radio and television, are independent, and the state guarantees their economic independence. There are more than 4,000 periodical editions in Ukraine now, and new radio and TV channels, newspapers and magazines appear practically every year.

The role of mass media in our everyday life is enormous. Where do we get most of the news? From TV or radio news programmes, or from newspapers. What forms public opinion? Mass media. So they bear great

responsibility and should always give truthful and unbiased information to their readers and viewers.

In Ukraine there are several information agencies that supply the population of the country with the latest news. These agencies are: the «UKRINFORM» - «Ukrainian National Information Agency», the «UNIAR» - «The Ukrainian Independent Information Agency «Respublica», the UNIAN - the Ukrainian Independent News Agency Interfax- Ukraina» and some others. These agencies have reporters in every administrative region of our country and in all major foreign countries. They collect most interesting and important information for the readers of newspapers and magazines and for the TV viewers.

There are newspapers and magazines for the readers of all ages and professions, with different interests, tastes and hobbies. For example, those who are interested in politics can read the newspapers «Day», «Today», «Facts», «Grany», «Kyivsky Vidomosty». In these newspapers the readers can also find information about home affairs, culture and sports. These publications deal with the burning problems of our present life and history, and at the same time there you can find amusing stories, crosswords and puzzles that can entertain you in your spare time. Enthusiastic sports fans of Ukraine like the newspapers «Sportyvna Gazeta» and «Komanda» (The Team»). There is a special newspaper for those who live in the country and are interested in farming - «Silske Zhutya» («The Rural Life»). Doctors, nurses and people who are interested in medicine prefer reading the «Medical Newspaper». There are also magazines for businessmen and businesswomen, for scientists and gardeners, etc. Those who like to learn about the new publications in literature can read the magazines «Dnipro» and «Vsesvit». Teachers have their own newspaper «Vchitelska Gazeta», and specialists of different subjects can buy journals in their special fields. Young people like to read the newspapers «Kosa», «Artmozaica», «Telenedelya» and others.

Some people buy newspapers and magazines every day, others prefer to subscribe to them, and in this case these periodicals are delivered to their homes. Payment for a subscription to newspapers and magazines is accepted at every post-office.

Ukrainian learners of English can find a lot of interesting information in the newspapers and magazines published in English - «Kyiv Post», «News from Ukraine», «Digest».

Some magazines are published every month, and they are called monthlies; if they are published every 3 months, they are called quarterlies. Newspapers are usually published daily or weekly.

Television and radio networks in Ukraine are divided into government-run companies and private TV and radio companies. The State TV and Radio Company operates two channels and includes editorial services that specialize in political analysis, socio-political programmes, current information, youth and sports programmes. Private channels tend to broadcast music and news programmes, a lot of advertising and talk shows.

Exercise 2. Answer the following questions:

1. Does your family subscribe to any newspapers or magazines?
2. Do all the members of your family read newspapers and magazines? Do they have any preferences?
3. Do your friends and acquaintances prefer to subscribe to periodicals or buy them in the news-stands/ news agents?
4. If you read a newspaper or a magazine, do you begin reading from the very first page or from your favourite sections?
5. Do you have a favourite TV channel? What attracts you in it? Does it have any specialisation, like a music channel?
6. If you are listening to your favourite radio music channel, are you irritated when the music is interrupted by news?
7. Do you like to read gossip in the celebrity columns? Do you think that it is an intrusion into privacy?
8. What is your opinion about advertising in mass media? Do you like it? Is it necessary?
9. Some people say that they prefer not to watch or listen to the news programmes and not to read newspapers because they feel very many negative emotions afterwards? What is your opinion?
10. If you were offered a choice to watch TV, to listen to the radio, to read a book or a magazine or newspaper, which would you prefer and why?

Exercise 3. Complete the table "Ukrainian Press".

National newspapers	
Special-interest	
Local newspapers	

Popular newspapers	
Popular magazines	

Exercise 4. Match the following English words with their Ukrainian equivalents:

- | | |
|----------------------------|-------------------------------|
| 1. mass media | a) скарги |
| 2. periodicals | b) неупередженість |
| 3. free distribution | c) незалежний |
| 4. advertising | d) втручання в особисте життя |
| 5. ethnic minorities | e) засоби масової інформації |
| 6. libel | f) періодичні видання |
| 7. censorship | g) запобігання |
| 8. independent | h) безкоштовне розповсюдження |
| 9. complaints | i) реклама |
| 10. intrusion into privacy | j) цензура |
| 11. impartiality | k) наклеп |
| 12. prevention | l) етнічні меншості |

Exercise 5. Find an article from one of your favourite journals. Write an article review. Some of the most common elements of an article review are described below. Study basic notes.

WRITING AN ARTICLE REVIEW: BASIC NOTES

The term *article review* is not always clear to students who are given this assignment. Sometimes even journalists ask for a clarification when they are asked to write an article review. The terms ‘article summary’ or ‘article critique’ are interchangeable for those seeking how to write an article review. When the brief is to write one of these pieces, the instructor, supervisor, or editor must clarify exactly what they would like to read when it is finished and submitted.

Generally, an article is given to the person to do a review, critique or summary. It is often a difficult-to-read article, which requires repeated reading, and taking of notes. The person doing the article review might need to look up unfamiliar words and phrases. When exact understanding has been achieved, notes can be written.

A plan must be drawn up, and decisions must be made about which aspects in the article should be addressed. It is usually a formal piece of writing done according to current accepted conventions. It is not wise to depart from this without specific directions from the person assigning the task.

Steps for Writing an Article Review

1. Read the article carefully, taking note of words, phrases, and concepts you need to research, define, and look up meanings for.
2. Research the terms online or at a library. Take clear notes which can be turned into paragraphs later.
3. Discuss the topic of the article with someone involved in that field of endeavor. For example, if the article is about a theater show, visit a theater and interview an actor or director. If the article is about a coalmine, visit a mining engineer and hold an interview.
4. Collect about twice as much material in notes as you think you will need to write a review article.
5. Put aside a considerable period of time to include the interviewing and researching.
6. Begin your drafting, and make sure you adopt a style that either summarizes, critiques, or reviews the material at hand. A review is much more than a description: you need to understand, analyze and interpret, and if you are asked, offer a personal opinion.
7. It is sensible to write the first paragraph last. In this way, your analysis is presented in an appropriate way. Then put all the paragraphs together and devise an insightful article review.

Topic Selection

In most cases, your teacher or employer will assign you an article to review, but sometimes you must choose the topic on your own. Most often, writers choose articles on topics that are of interest to them. However, if you don't know exactly what article you would like to review, you can refer to your acquaintances whose judgment you trust in recommending appropriate material for your assignment. It can be useful to peer through textbooks related to your chosen topic, since they often contain useful references.

When picking an article to review, it is also essential to check whether its content and treatment appeals to you, and whether you are able to understand what is written. Read through some excerpts from the article, paying attention to vocabulary and style to do so.

Key Points to Consider

A summary of the assigned article must be written. The main points must be enumerated and described in a brief way.

An evaluation of the article must also be provided: this means you must assess the importance of the article's content.

The topic of the article and its relevance to your chosen subject must be mentioned.

Decide whether the information in the article is important, relevant, of high standard, and whether it provides new information on the subject it covers.

Offer an assessment of the quality of the writing.

You must conclude by writing an opinion about how the subject can be improved, or whether the necessary information is present in the article, and if it forms a complete picture of the topic.

Do

- understand that the person who assigns an article review will expect an examination of the argument in the article, not a simple description.

- try to be as clear and explanatory as you can, using advanced language and reasoning skills.

- use a style compatible with the article you are asked to review. If it is scholarly or literary, you must use a formal style. If it is a lighthearted newspaper or magazine article, you can use a more casual style – but they must both demonstrate current conventions correctly.

- examine the evidence supporting the argument of the article, check the references, and give an opinion about their value and quality.

- write to-the-point paragraphs.

Don't

- forget to show and define the central concept or premise of the article in question.

- omit the important opening and closing sentences of influence. Make sure your thesis statement is valid.

- neglect the observation that you are writing to a brief, and you must follow it to the letter.

- skim on reading thoroughly, researching in-depth, and writing succinctly and clearly.

Common Mistakes

Absence of emphasis or intention. You must make it clear that your objective is to make a sound summary, or a critique of writing and reasoning, or a review of the content and research of an assigned article. Not allowing enough time to read, look up, and take proper notes. Duplication of material – do not simply copy what is in the article, or offer opinions which have already been seen.

Exercise 6. Translate into English:

ЗМІ в Україні сьогодні – єдина публічна структура, що забезпечує суспільство сучасною детальною інформацією стосовно соціально-політичних, економічних, культурних аспектів і т. п. Вони створені, щоб позитивно вплинути на загальну публіку, від їх прогресивних видів, прагнень і ідеалів.

У даний час, Україна нараховує 4000 видань, що змінюються у формах власності, жанру, типу і періодичності. Періодики незалежні і не проходять цензури.

Національна радіо- і телевізійна мережа України складається з урядового пробігу і неурядового радіо і компаній ТБ. Україна входить до складу Міжнародного об'єднання телекомунікації і є активним учасником у мережі Інтербачення. Окрім державного каналу "УТ-1", з'явилося кілька приватних телевізійних каналів і радіостанцій: "1+1", "Інтер". "СТБ" та інші. Серед українських спеціальних популярних інформаційних агентств найбільшими є УКРІНФОРМ (Українське Національне Інформаційне Агентство), УНІАН (Українське Незалежне Інформаційне Агентство), і декілька інших. Ці агентства мають кореспондентів і репортерів усюди в країні і за кордоном і поширюють інформацію як у межах, так і за межами України.

Exercise 7. Study basic abstract writing notes.

An abstract is a summary in your own words, of an article, chapter, or book. It is not evaluative and must not include your personal opinions. The purpose of an abstract is to give a reader sufficient information for him or her to decide whether it would be worthwhile reading the entire article or book. An abstract should aim at giving as much information as possible in as few words as possible.

THE ABSTRACT SHOULD INCLUDE:

1. Complete bibliographic information.
2. A clear statement of the scope and purpose of a work.
3. A summary of the contents.
4. A statement of the conclusion or results.

SAMPLE ABSTRACT

Timsit, M., and N. Bruyere-DeGeyter. "The Function of Anxiety the Structure of Personality in Sports Participation: Use of the Rorschach Test in Comparing Samples of Basketball and Football Players." *International Journal of Sport Psychology*. 8.2 (1977): 128-139.

Examines the relationship between athletes and the structure of the athletic personality, and more precisely, the importance of the choice of a sport and athletics in general in the development of the personality. Forty 17-21 year olds (20 football players and 20 basketball players) were studied, and the data were compared with those from 17 technical school students of the same age. Data from the sports group were significantly different from the control group: the sports group showed freer expression, more aggression, a more evident state of anxiety, and relatively more effective control mechanisms (kinetic responses). Data for the basketballers were significantly different from those of the footballers: the basketballers had a higher tendency toward static kinetics, and the footballers had a higher anxiety index. Results are discussed in relation to the athletic capacity specifically called for in particular types of sports: location on the court in basketball, and active and direct struggle in football.

TEXT 5

MEDIA AND DIGITAL LITERACY IN THE XXI CENTURY

Exercise 1. Comment on the following statement. What is the meaning of media literacy?

"Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages. As communication technologies transform

society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century." – (The Alliance for A Media Literate America, 2000)

Exercise 2. Read the following text and translate it.

Imagine a world where you receive thousands of messages each day. These messages are not only from your friends and family, but from strangers who want to sell you something. Maybe the strangers want to sell you one of their products or services, or maybe they want to sell you ideas they believe in. Imagine if these messages were hidden in plain sight, but you weren't aware of them.

This world isn't one that needs to be imagined, but is in fact the world in which we live in. The strangers we just imagined aren't strangers at all, but instead familiar faces, phrases, and logos we know and love. The strangers come in the form of advertisements, television programs, newspaper articles, and even musical lyrics.

These messages from strangers we're imagining come to us in a form called media. Media messages are all around us and impossible to avoid. Each day, we're bombarded by thousands of these messages, whether we realize it or not. They might be as obvious as a television commercial or television program, or as subtle as a bottle cap or an internet article. In fact, even this site is considered a media message.

With so many media messages hitting us from every angle, it's important to realize that there is an intended purpose for each of them. The people responsible for the message you're viewing use creative techniques to get your attention. They make you become interested in their message, although you may not have originally paid attention to it.

This is why it's so important for us to not accept these media messages at face value, but instead to be critical of each and every one before accepting it. This is because although many media messages may seem harmless, some messages may pose a threat to you individually, or to society as a whole.

To be a literate person in the 21st century, you must know how to read all forms of media and produce them, including visual media, digital media, social media, New Media, Internet media, mobile media, etc. Plain old reading and writing of words on paper just isn't enough any more.

Media literacy means understanding and using the media of mass communication in a pro-active, non-passive, assertive way. It requires an

informed, critical understanding of the nature of media, the media technologies, and the impact of media on society and culture. Media literacy is a fundamental life skill essential for a vigorous democracy. A media literate person comprehends and uses mass communication technologies effectively and efficiently to access, analyze, evaluate, produce and distribute information and entertainment in a variety of formats by a variety of means.

Media literacy is the ability to access, enjoy, interpret, analyze, produce, and evaluate messages in all varieties and combinations of print, visual, and digital formats. Media literate individuals can use communications media to solve problems. They have a critical, informed understanding of the way that both individuals and organizations construct media messages. In addition, they recognize the role of the audience in both processing those messages and creating meaning from them. They are aware of the political, social, cultural, economic, and educational role of the mass media in society including knowledge of how media organizations operate. Through these understandings, media literate individuals are able to assess their own relationship to the media, and assign value, worth and meaning to media use and media messages.

Exercise 3. Read the following text. Answer the question: what are the Basics of Media Literacy?

Throughout our early childhood education, we were taught to be literate by understanding to read words. We learned to recite the alphabet and recognize when these alphabet symbols were combined to create certain words and sounds.

Today, we must learn to be literate with yet another set of symbols: the media. Just as learning to read is a process that allows for improvement over time, such is the case with media literacy.

Media literacy is not an academic skill we learn by studying a book and then being tested. Media literacy is a process in which media consumers (everyone is a media consumer to some degree) learn how to ask questions about the media in hopes of coming to a deeper understanding of it.

The following is a list of questions people can ask themselves about media to better understand it and its influence. The list of questions are organized in a similar manner as those asked by a newspaper reporter researching a news topic: who, what, where, why, and how.

Who sent this message to me?

Does the sender have an interest (something to gain) from having sent this message to me? Does the sender hide this interest?

What are the message's embedded values?

All media messages are created with the producer's values embedded in it. It's practically impossible to receive a neutral, unbiased media message.

Where was the message placed for my consumption?

Does the message reach me as its target market where it was placed? Does it say something about me that I am consuming this message where it was placed? For example, If you read a men's magazine, most of the ads will be for products that appeal to men.

Why was this message sent?

Possibly one of the most important of these questions. Why did the media producer find it so important to send me this message? Does the message try to sell me a product or service? Does the message try to sell me a lifestyle? Most media message try sell you one of two things: a product or service, or an ideology.

How do I view this message and might other people view it?

Since all media messages have embedded values, people whose values differ from those of the message's producer will have a different interpretation of the message. Because of people's differing backgrounds and world experiences, not everyone experiences media messages in the same way. This is why you may love a movie, and your friend hates it. This is why you may find something funny, and someone else finds it offensive.

Exercise 4. Read the text.

"DEAR JOEY..."

Joey skipping rocks on the shore of Lake Victoria in Tanzania, Africa. Joey is a thirteen-year old American teenager who lived almost his entire life in Mwanza, Tanzania on the shores of Lake Victoria in Central Africa. His parents - natives of Ventura, CA - moved to Tanzania with their family when Joey was still an infant to work at a local school. Joey has visited Ventura frequently to spend time with his grandparents and cousins, but he has spent much more of his life in Africa than in the United States. Joey has hiked through the snows of Mount Kilimanjaro, the highest mountain in Africa; has canoed all over Lake Victoria and fished

and enjoyed the over 400 species of bird life in the area; and has traveled the famous Serengeti Plain and watched packs of lions, hippos, and zebras speed across the horizon at sunset. Along with English, Joey speaks Swahili. He is equally comfortable among the local Africans and the transplanted Westerners.

Joey and his parents are in most ways a regular American family, and a visitor from Ventura would not feel out of place in their home or at their dinner table. But Joey and his parents have lived their lives almost entirely free of modern American mass media. They have watched very little television and heard almost no pop music. Joey attends an international school for Americans overseas and in most ways is a typical American teenager, except for his lack of knowledge of the most recent trends. What Joey lacks is specific concrete knowledge of what life is like in the United States.

But that will be changing soon. Joey's family plans to move back permanently to Ventura, California in August of 2002. They miss life in the United States and want to give Joey a more traditional high school experience. They want Joey to understand what it means to be an American and to take pride in it; they don't want Joey to grow up to feel like a stranger in his own country. Joey supports this decision and is looking forward to it. He wants to learn how to surf, as his father was a well known surfer in his youth. A noted soccer player, Joey also wants to compete more generally and widely than is possible in Mwanza. In fact, he plans to attend Foothill Technology High School! He hopes to make the Buena High School boy's soccer team! Joey is eager and excited to return to the United States. But he is a little nervous about being able to adjust to a different lifestyle and social scene.

Exercise 5. Write a letter to Joey explaining mass media and popular culture in America. Remember: Joey has almost no experience at all with television or pop music or media hype! Joey will rely on your advice to make sense of everything upon suddenly finding himself immersed in modern media. Explain everything that, in your opinion, Joey needs to know to navigate successfully and healthily the modern American mediascape.

Exercise 6. Study basic annotation writing notes.

An annotation is a brief description of a book, article, or other publication, including audio-visual materials. Its purpose is to characterize the publication in such a way that the reader can decide whether or not to read the complete work. Annotations vary according to their intended use and their content. They may be descriptive or critical.

Descriptive Annotations describe the content of a book or article and indicate distinctive features.

Critical Annotations, in addition to describing the contents, evaluate the usefulness of a book or article for particular situations.

Elements of an annotation:

- Complete bibliographic information.
- Some or all of the following:
 - Information to explain the authority and/or qualifications of the author. For example: Dr. William Smith, a history professor at XYZ University, based his book on twenty years of research.
 - Scope and main purpose of the work.
 - Any biases that you detect.
 - Intended audience and level of reading difficulty.
 - The relationship, if any, to other works in the area of study.
 - A summary comment, e.g., "A popular account directed at educated adults."
- The annotation should be about 100 to 200 words.

SAMPLE ANNOTATION

(1) Trevor, C.O., Lansford, B. and Black, J.W. (2004). Employee turnover and job performance: monitoring the influences of salary growth and promotion. *Journal of Armchair Psychology*. Vol 113, no.1, pp. 56-64.
 (2.) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. (3) The authors use data gained

Key

- (1) Citation
- (2) Introduction
- (3) Aims & Research
- (4) Scope
- (5) Usefulness (to your research / to a

through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) Their research focuses on assessing a range of pay structures such as pay for performance and organisational reward schemes. (5) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (6) The main limitation of the article is that the survey sample was restricted to mid-level management, (7) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (8) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.

particular topic)
 (6) Limitations
 (7) Conclusions
 (8) Reflection
 (explain how this work illuminates your topic or how it will fit in with your research)

“Annotated Bibliography.” *The Learning Centre: Academic Skills Resources*. 21 Aug. 2007. University of New South Wales. 15 Nov. 2007. <http://www.lc.unsw.edu.au/onlib/annotated_bib.html>

SAMPLE DESCRIPTIVE ANNOTATION

London, Herbert. "Five Myths of the Television Age." *Television Quarterly* 10(1) Spring 1982:81-89.

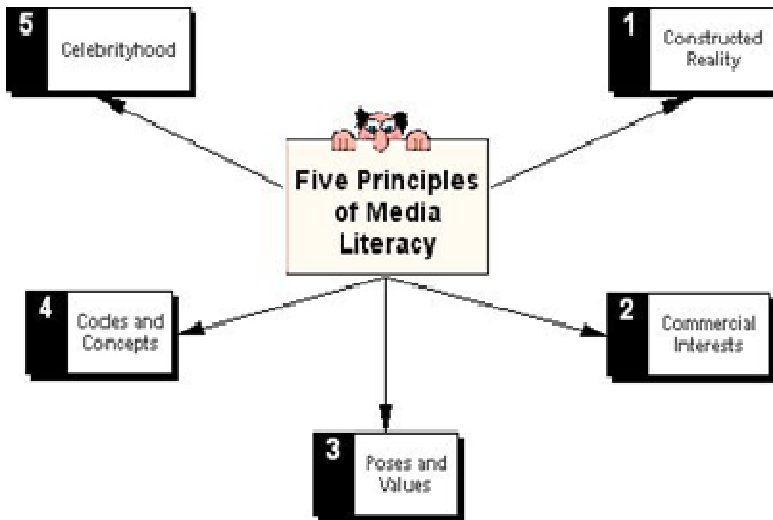
The author explains how television contradicts five ideas commonly believed by most people, using specific examples seen on television, such as the assassination of John Kennedy, to demonstrate his points. His examples contradict such truisms as "seeing is believing", "a picture is worth a thousand words", and "satisfaction is its own reward." London uses logical arguments to support his ideas, and doesn't refer to any previous works on the topic: the article is his personal opinion.

SAMPLE CRITICAL ANNOTATION

London, Herbert. "Five Myths of the Television Age." *Television Quarterly* 10(1) Spring 1982:81-89.

Herbert London, a Dean at New York University and author of several books and articles, explains how television contradicts five ideas commonly believed by most people, using specific examples seen on television, such as the assassination of John Kennedy, to demonstrate his points. His examples contradict such truisms as "seeing is believing", "a picture is worth a thousand words", and "satisfaction is its own reward." London uses logical arguments to support his ideas, and doesn't refer to any previous works on the topic: the article is his personal opinion. His style and vocabulary would make the article of interest to any reader. The article clearly illustrates London's points, but does not explore their implications, leaving the reader with many unanswered questions.

Exercise 7. Look at the chart. There are five principles of media literacy. Try to explain them.



Exercise 8. Read the following article. Write a descriptive annotation.**Media Literacy in Ukraine: Needs and Possibilities**

Millions of Ukrainians begin and end their day with news. Newspapers and radio in transport, Internet at work, university or school, TV in the evening at home: the average Ukrainian is surrounded by and immersed into information everywhere. Advertising and PR influence is impossible to avoid. Development of information and communication technologies (ICTs) has brought unique possibilities into a human life: free flow of information and constant interconnection of people all over the world made life easier and more engaging. However, the spread of ICTs has yet another side: today mass media define what we think, what we need, and how we behave.

In Ukrainian society, these tendencies have turned into a major problem due to circulation of unfiltered information, low quality of mass media content, use of mass media as an instrument of manipulation, copyright issues, and poor media usage skills. These problems are related to the low media culture and media literacy in particular. For a mass communication specialist, all the ambiguous, harmful influences are obvious, but it is not the case with the average Ukrainian. Thus, it is necessary to promote media literacy in Ukraine through media education.

Media literacy movement is becoming more and more active in recent years, so the concept of media literacy evolves constantly. Primarily, it should be understood from the point of view of a communication model as it is proposed by J. M. Perez Tornero and Tapio Varis, "Media literacy is the process of assimilating and using the codes involved in the contemporary media system as well as the operative skills needed to properly use the technological systems on which these codes are based". Another definition by Tornero enhances view of media literacy providing a civil context for it. Tornero argues that the ultimate purpose of media literacy is turning citizens into aware, critical, and productive information consumers. Media literacy is considered to be a life-long education; most needed skills are formed mainly in a natural and spontaneous way. However, media literacy may and should be systematically promoted as a part of a formal education curriculum. In Ukraine the new educational reform is coming forth, and it is an appropriate opportunity to include media education into the innovations. Evidently, this step would require

awareness of the problem on the one hand and mobilizing of substantial resources on the other hand.

Unfortunately, media literacy problem does not occupy one of the prominent places in people's minds, so the reform may cause objections that it demands much funding, while Ukraine has more urgent problems. However, the urgency of media literacy promotion is often underestimated. Mass media in Ukraine greatly influence Ukrainians' way of thinking, behaviour, values, and even mentality. According to the recent research Media Culture of Ukrainian People conducted by the Laboratory of Mass Communication Psychology and Media Education under Ukrainian National Academy of Pedagogical Sciences, 80% of Ukrainians prefer television as information and entertainment resource. The same research informs that 67% of adults, 49% of schoolchildren, and 33% of students in Ukraine pattern their behaviour on people from the screen, while the content of proposed TV programs and shows is manipulative, violent, rude, and sexually explicit to a considerable degree. "It is a planned, stage-managed, and conservative world where manipulative technologies dominate and where there is no place for true exploits and flight of thoughts. It is delusion, moving comics, perfect ground for dissemination and support of all possible illusions," says Andriy Bondar, Ukrainian poet and publicist, in the interview to the web-portal Media Literacy. Non-government organizations Telekrytyka and the Institute of Mass Information publish monthly the results of Ukrainian media monitoring on web-portal Media Literacy. According to this monitoring, only in February 2011 there were 474 materials of sponsored or censored character on 8 Ukrainian major TV channels. Whereas research on media literacy of Ukrainians conducted under the program U-Media shows that only 48.1% of Ukrainians know about sponsored materials in media and are able to distinguish them. All aforementioned facts show that Ukrainian media do not correspond to high standards of information society on the one hand, and most Ukrainians are vulnerable to its negative influences on the other hand. This gap must be recognized and removed as soon as possible since Ukraine declares to be oriented towards democratic and information society. Furthermore, the idea of media education implementation was unanimously approved by adults, students, and pupils, according to the Media Culture research that illustrates certain level of awareness of media literacy problem and necessity to solve it.

Since ICTs are developing rapidly nowadays, the need to be competent in the use of up-to-date mass media is constant in order to be competitive and successful in study, in work, and in the everyday life challenges. School and student years are the periods when main skills and personality in whole are being formed: that is why it is vital to teach children and youth creative and communicative skills, critical thinking, and problem-solving capacity. Hence, media education is necessary during all education period from elementary school to university. According to common world practices, media literacy can be taught as a separate discipline or be integrated into other courses. Apparently, development and implementation of comprehensive educational program on media literacy demands much time, efforts, and money. Nonetheless, this work might be facilitated by addressing international framework and experience. Concept of media education as a formal way to promote media literacy is not new. First attempts to introduce media education took place in the United Kingdom in 1930s. Since 1970s, media education has been included into curricula of other European countries such as Denmark and Sweden. Today many researchers, international organizations, and governments work on media education issue. Joining any of specialized NGOs opens an outlet to professional consultations, methodology base, resources, and any other needed help.

In 2008 under the initiative of UNESCO, the core program for teacher training was developed. A few data portals such as medialit.org, medialiteracy.com or mediaeducation.net exist, and one can find lessons outlines, ideas, videos, and other helpful materials for educators there. European Commission offers European Teacher Training Courses in media education. Ukraine could apply the best existing practices in order not to organize the whole system from scratch. Moreover, in 2010 the Institute of Social and Political Psychology of Ukrainian National Academy of Pedagogical Sciences published the Conception of Media Education Implementation for public discussion. Therefore, first preliminary steps towards implementation of media education in Ukraine have already been taken, and the basis for further development of the question is available.

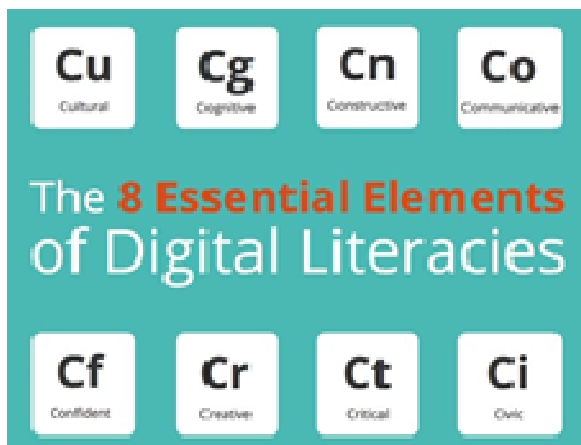
In conclusion, it is appropriate to emphasize that in the most developed democratic countries such as the United Kingdom, Denmark, Germany, Canada, and many other nations, media culture and media education issues have already been put on the agenda. For Ukraine it is not only possible but necessary. Tornero and Varis state that media literacy “is

crucial to the attainment and consolidation of democracy. Today, media literacy is one of the key prerequisites for the exercise of full, active citizenship, and it is one of the spheres inside which intercultural dialogue should be promoted.”

As Ukraine strives for democracy and developed society, we should address the media culture problem immediately. Media literacy should be introduced as a part of formal education curriculum during the forthcoming educational reform. As media literacy and media culture in general concern values, behaviour, and competence of Ukrainian people, urgency and importance of the problem should not be underestimated. Appealing to best international practices, cooperating with international organizations, uniting Ukrainian public and professional initiatives into a powerful framework, Ukraine will obtain educated, critical, progressive, and active nation as a result. *Kristina Karabelesh*

Exercise 9. Analyze eight essential elements of digital literacy.

cultural;
cognitive;
constructive;
communicative;
confident;
creative; critical;
civic.



Exercise 10. Explain the notion of “digital literacy umbrella”.

ESSAY TOPICS

1. Impact of Mass Media on Individuals, Society, and Culture
2. The Manipulation of Mass Media
3. Is Mass Media Harming our Society?
4. The Social Benefits of Mass Communication
5. Mass Media Enslavement and Stupidity
6. Is Body Image Affected By Mass Media?
7. Mass Media's Political Power
8. The Evolution of Technology and Mass Media
9. The Role of Mass-Media in the Contemporary World
10. The Influence of Mass Media on Youth Culture
11. Mass Media Violence and the Effect on Children
12. Influence of Mass Media Ideals on Eating Disorders
13. Mass Media and Its Effects on Gender Stereotypes
14. Protecting Ourselves from Media Manipulation: The Use of Alternative Media as an Information Source
15. Public Opinion and Television
16. The Content of Mass Media Is Determined by Those Who Own the Media
17. The Real-World Effects of Virtual Violence: Perspectives on Video Games and Mass Media
18. Media Consolidation
19. Digital Storytelling.
20. The Global Literacy Challenge.
21. Digital Development.
22. The World's Literacy.
23. What Is Digital Pedagogy And Why Do We Need One?
24. Information Literacy.
25. Internet Privacy.

RECOMMENDED LITERATURE

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