

**1 Speech** (pp.25–28)**1.1 Getting started: The nature of speeches** (pp.25–26)

a) Look at the chart below and fill in the gaps with your own examples.

Aspects	Example
<b>context of the situation</b>	<ul style="list-style-type: none"> <li>e.g. Queen's speech at the state opening of Parliament or the American President's State of the Union speech</li> <li>e.g. after-dinner speech</li> <li>e.g. speeches at anniversaries or funerals</li> <li>e.g. speeches at protest marches</li> </ul>
<b>role of the speaker and aims of the speech</b>	<ul style="list-style-type: none"> <li>e.g. expert at a conference of scientists explaining ethical problems</li> <li>e.g. politician in parliament or in election campaigns presenting his party's agenda</li> <li>e.g. speeches delivered at funerals</li> <li>e.g. speeches delivered at anniversaries</li> </ul>
<b>audience</b>	<ul style="list-style-type: none"> <li>e.g. experts at an opening conference</li> <li>e.g. members of parliament listening to a speech by the prime minister</li> <li>e.g. guests at a state dinner or dinner party</li> <li>e.g. striking workers listening to a trade union official</li> </ul>

b) Read the speech on the following page and fill in the chart below with the information you get from the text.

<b>speaker</b>	Prince Andrew, member of the British royal family, privately educated at a British public school
<b>role of speaker</b>	neither educational expert nor decision-maker, royal celebrity adds prestige to the conference
<b>audience</b>	NAIS: an American and international association of private schools
<b>occasion</b>	in San Francisco in 2002 at the annual conference of NAIS

**1.2 Structure** (p.27)

a) Have a look at the groups of expressions and put them in the gaps in the chart. Try to keep them in mind when producing your own texts.

<b>chronological order</b>	after, before, as soon as, by the time, since, until, afterwards, finally, meanwhile
<b>topical order</b>	moreover, furthermore, in addition to that, besides
<b>cause and effect</b>	for that reason, as a result, thus, consequently
<b>problem and solution</b>	if, unless, in case of, in the event of, provided that, on the condition that
<b>advantage and disadvantage</b>	on the one hand ... on the other hand, whereas, although, nevertheless, however

b) Analyse the beginning and the conclusion of Prince Andrew's speech (ll.1-9 and ll.40-44). How does he establish contact with his audience? Take notes on the margin. Then write down your answer.

In his speech Prince Andrew follows the typical structure of a speech. He greets his audience of educational experts. To break the ice, he presents himself in a mocking tone as a scared student facing a difficult task. He first questions his role as a non-expert speaker, but then he presents himself as a product of an educational process. Thus he can add valuable ideas to the educational debates at the conference.

Prince Andrew finishes his speech in praise of the audience and their institutions. He compliments his audience on their importance ("no role is more important" (l.42), "daunting" (l.43)).

## 1.3 Content (p.27)

a) Give a short summary of the animal experiment.

In his speech, Prince Andrew describes an experiment which illustrates the effect of peer pressure. Monkeys in a cage are punished – sprayed with cold water – if one of them tries to pick a banana and very soon any attempt to get the banana is stopped by the group. If the monkeys are gradually replaced by new monkeys, only the newcomers try to reach the fruit and are immediately attacked by the group. In the end, none of the monkeys has witnessed or experienced punishment but the group prevents them from reaching out for the banana.

b) Explain how the experiment relates to human behaviour. Fill in the gaps.

Animal experiment	Similar human behaviour
Whenever a monkey tries to get the banana, the other monkeys are sprayed with cold water. As a consequence, none of the monkeys tries to get the banana any more.	If a person's actions cause harm to the group, any actions which are a danger for the group are stopped to protect the community.
Gradually all the monkeys are replaced. The newcomers have not experienced any punishment, but the group's furious attacks stop them from trying to get the banana.  The newcomers are shocked because they do not understand the reasons for the attack, but give up trying to get the banana.	To keep the group safe all members try to stick to the rules; those who violate rules are punished. The group controls and stops any members who might cause harm.  Behavioural patterns are accepted by the members without checking or questioning the reasons.
Behaviour is enforced, even if the conditions have changed.	Group action (peer pressure) is justified if it serves to avoid any harm, but it must be revised if circumstances change.

## 1.4 Stylistic devices (p.28)

a) Analyse the stylistic devices Prince Andrew uses and their effect on the reader. Fill in the gaps.

Quote from the text	Stylistic device	Function/effect
"[...] I woke up in a cold sweat!" (l.1)	hyperbole	→ amusing effect through exaggeration, puts himself in a situation shared by his audience
"contribute", conference" (l.5); "cage", "containing" (l.13)	alliterations	→ to emphasise his statement, "containing" and "cage" convey the idea of being imprisoned
"question and interrogate" (l.10)	synonyms	→ to reinforce the statement

## 2 Newspaper article (pp.29–32)

### 2.1 Getting started: Basics about newspaper articles (p.30)

- a) According to the information given in the table above, what kind of newspaper article is the article you read at the beginning of the chapter?

It's a news story with a slight touch of human interest.

### 2.2 Structure (pp.30–31)

- a) Briefly sum up the article from above, published in *The Guardian* on 14th May 2002.

The article written by Steven Morris and Rebecca Smithers and published in *The Guardian* on 14th May 2002 is a news story that deals with both public and private reactions to a court sentence. Patricia Amos, mother of two teenage daughters, has to serve a prison sentence because she failed to make her daughters attend school regularly.

Whereas the education secretary and some officials approve of the sentence, many voices reject this harsh sentence.

- b) Analyse the structure of the article. Fill in the chart.

	Use general terms	Exemplify
II.1–8	wh-questions are answered, followed by two different public reactions to the sentence	prison sentence for mother whose daughters did not attend school regularly; <i>views</i> : education secretary is pleased, teacher at girls' school considers the sentence too severe
II.9–17	background information on case history  legal matters  outcome	two years of truancy, warnings by social workers in vain; new laws applied in Amos' case; £2,500 fine and three months in jail possible; Amos pleads guilty and goes to prison
II.18–28	angry reaction from Amos' family, especially her oldest daughter	reasons for truancy = grandmother's death; punishment unfair; comparison with criminals walking free
II.29–31	two statements by education officials who consider the sentence too severe	county councillor responsible for schools and principal of girls' schools
II.32–34	higher official on county level approves of the sentence	duty to educate young people, punishment only as a last resort
II.35–36	truancy as a problem on national level	truancy on the government's agenda, new measures introduced
II.37–43	comment by education secretary	insist on parents' responsibility
II.44–49	teachers are divided: they agree and disagree	prison for parents is no solution to the problem, acceptable in extreme cases

## 2.3 Stylistic devices (pp.31–32)

a) Analyse the stylistic devices and their effect on the reader. Look for alliterations and assonances. In ll.6-15 and l.26 the passive is used. Can you explain the effect?

headline	assonance "hail" and "jail"	Emphasis, connotation "hail" = old fashioned greeting in contrast to negative connotation of "jail". This device distorts the minister's reaction to the sentence since it suggests a more enthusiastic welcome.
subheading	alliteration "anger" and "as"	Emphasis: the open vowels might reflect an outcry.
l.4	alliteration "to tackle truancy"	Emphasis: harsh sound
l.9 ll.12-13 l.15 l.26	"Magistrates [...] were told" "a parenting order [...] was taken out against Amos" "Amos [...] was prosecuted" "her mother had been jailed"	The use of passive voice hints at anonymity. Mrs Amos' opponents remain unknown. The use of the passive voice stresses Amos' helplessness facing the law. This arouses sympathy in the reader.

b) Examine the way the journalist presents the different views on the sentence. Can you detect a bias? Follow the steps below.

*Step 1: First look at the groups of advocates and critics of the sentence. Compare their status and their approach.*

High-ranking officials like the education secretary and the chief education officer only see the general aspects of the Amos case. In their mind, the prison sentence sets a warning example for all parents whose children do not attend school regularly. They do not know the family and completely ignore the difficult circumstances of a single parent raising five children.

Persons who reject this harsh sentence focus on the individual case because they know the family. This group includes the girls' teachers and headmaster. They affirm the family's outrage and see it as justified. Thus the reader's empathy with the family makes him side with the opponents of the sentence.

*Step 2: Then look at the use of direct and reported speech.*

In the presentation of views disagreeing with the sentence, direct speech (i.e. quotes) predominates, thus creating a more direct appeal, whereas the advocates' statements are mostly given in reported speech, thus revealing a distance.

*Step 3: The text offers the reader detailed information about the case. What effect do the details have on the reader? Fill in the list below.*

Details	Effect
living with grandmother, five children by three fathers	→ difficult circumstances, family problems: evoke understanding, compassion
Amos hates jail, wants to return home	→ arouses reader's empathy
girls' school has low attendance record (problems of truancy)	→ suggest the sentence is meant as a warning example, ignoring the individual circumstances
truancy on the government's agenda, £66m anti-truancy package, failure to reduce truancy (50,000 pupils play truant in England every day)	→ effective government proved at a family's expense

**3 Review** (pp.33–35)**3.1 Getting started: The nature of reviews** (p.33)

a) *Apart from films, can you think of other things that are reviewed?*

Books, plays, CDs, computer games ...

**3.2 Structure** (p.33)

a) *Match the terms with the definitions:*

The <i>body</i>	consists of a short plot outline (where appropriate) and the writer's opinion about central aspects (depending on the type of item reviewed, see below), supported by facts and examples.
The <i>introduction</i>	often starts with a joke or anecdote to catch the reader's interest. Alternatively it describes the writer's first reaction or states clearly what is being reviewed (in the case of concerts, shows or plays this includes the exact location and date of the performance).
The <i>conclusion</i>	sums up the writer's view and usually includes a recommendation or a warning (often also a rating, such as four stars out of five).

b) *Look at the following lines from a film review on The Lord of the Rings. Are they taken from the introduction, the body, or the conclusion? Find the typical features and explain their function.*

It's the introduction:

- background information
- reader's interest is caught by a kind of anecdote
- the question in the last sentence connects introduction and body

**3.3 Content** (pp.34–35)

a) *There are some gaps in the chart. Think of more details and fill in the gaps.*

<b>The body of a film review:</b>	<ul style="list-style-type: none"> <li>• <b>genre:</b> Is it a comedy, a romance, a thriller etc.? Does it fit the genre, or maybe even expand or change it? etc.</li> <li>• <b>director:</b> What has he/she directed before? Is he/she experienced in this kind of film?</li> <li>• <b>plot and main characters:</b> What happens and to whom? If the film is based on a novel or a remake of an old film: How does it differ from the original?</li> <li>• <b>actors:</b> Were they appropriately cast? Do they act convincingly?</li> <li>• <b>technical elements (such as editing, lighting, special effects, sound, use of camera):</b> Are they well executed? Are they used to increase the intended effect of the film or just for their own sake?</li> </ul>
<b>The body of a book review:</b>	<ul style="list-style-type: none"> <li>• <b>author:</b> Who is he/she? What has he/she written before?</li> <li>• <b>genre, plot:</b> A crime novel, fantasy epic, collection of short stories etc.?</li> <li>• <b>language, style, point of view</b></li> <li>• <b>protagonists, characterisation</b></li> </ul>
<b>The body of a review on a theatre production:</b>	<ul style="list-style-type: none"> <li>• <b>detailed information about the location</b></li> <li>• <b>play:</b> Which play by which author? What is it about? How does the director interpret it?</li> <li>• <b>director, actors</b></li> <li>• <b>stage, setting</b></li> </ul>

b) Look at an excerpt from the body and the conclusion of the film review on the following page. Which topics are discussed?

The first paragraph gives a rather abstract plot outline only mentioning some facts (crash-course biography, parts of the action). The review is continued describing the setting (impressing set-pieces, perfectly staged scenes) and the characters as well as their relations. The author emphasises the relationships between Denethor (John Noble) and his son Faramir (David Wenham) and between Gollum, Frodo and Sam to show that the film is not only about battles and action but also has emotional moments.

The author draws the conclusion that the film reviewed is, despite all of the criticism, better than most other movies because the effect it has on the audience is outstanding.

### 3.4 Stylistic devices (p.35)

a) Fill in the gaps with more stylistic devices from the text and explain their function.

"the <b>best</b> and the <b>worst</b> " (l.1)	paradox → invites the reader to think and contradict
" <b>hanging heavy</b> " (l.6)	alliteration → emphasis of the responsibility the ring forces on Frodo
" <b>p</b> icture <b>p</b> ainted" (l.8)	alliteration → emphasis of the picturesque character
" <b>i</b> ntense, <b>i</b> ntimate" (l.11)	alliteration → emphasis of the movies' emotional part
"But <b>now</b> it is over, finished, kaput. <b>Now</b> , at long last, we can move on." (ll.16-17)	anaphora → emphasis of "now", one is given the feeling that there's no point of return
"But now it is <b>over, finished, kaput</b> . Now, at long last, we can move on." (ll.16-17)	repetition of synonyms → the three words emphasise the fact that the trilogy is finished. It makes a bit sad or released depending on if one liked the trilogy or not.