

Spot on facts

ANALYSIS **1** Where did you get your news yesterday? Do a quick survey ... → S27

LÖSUNGSVORSCHLAG Survey

Name:		Class/Tutorial:
Source of information	News topics	Time spent
watched TV		
read a newspaper		
searched digital news (websites of papers, channels etc.)		
listened to the radio		
used a smartphone or other mobile devices to get news online (either audiovisual or written content)		
got no news, found no sources, reasons?		

Graph

- It is a diagram with five line graphs showing the number of people in millions who used various sources of information from 1991–2012.
- There are five lines in different colours: the blue one represents TV; the orange one stands for digital sources; the green line is for newspapers; the aqua/turquoise one stands for radio listeners and the pink one is for online/mobile sources.
- In 1991 people just used three sources of information: TV dominated the scene, followed by newspapers and radios, which were used equally frequently.
- Until 2004, when online/mobile services were introduced, there was a downward trend in listening to the radio and reading newspapers to get the daily news whereas the downward trend in using TV has not been that major. It even peaked again in 2004.
- It seems as if there was just a slight decrease in the number of people watching the news on TV in 2012 as compared with 2004 (it was almost the same in 2004) whereas the number of people getting their news from newspapers and the radio steadily dropped.
- Newspapers and radio users were surpassed by the number of people following online/mobile news between 2008–2010 and digital news from 2010 onwards.
- In 2012 TV was still the most important source of information with 55 million users, followed by digital news and online/mobile news with 50 and 39 million users, respectively.
- Only 62 million people still followed newspapers or the radio in 2012.
- It can be expected that the number of people who get their news via newspapers or the radio will continue to decrease. Especially the number of people using online/mobile news can be expected to rise dramatically.

VISUALS **2** Describe and analyse the cartoons. Explain their ... → S28.2 → △1

LÖSUNGSVORSCHLAG Cartoon 1 (left page)

What is being criticised?	The cartoonist is making fun of young people who are so used to digital media that they don't even recognise a newspaper. At the same time he is hinting at the ongoing changes in the media landscape and the inevitable decline of print media.
Which details contribute to this?	Two boys are looking at a newspaper which the boy on the left says he has bought as a special birthday present for his father, as if it were nostalgic and only interesting to older people. It also refers to the generation gap between people likely to prefer print news and those who use digital media and buy products online.

What devices are used?	Contrast effect: The caption changes the viewer's perception of the image, a simple picture of boys reading a newspaper.
Target group?	Anyone.
Do you agree with the message? Give reasons.	Yes: It is a humorous warning to newspaper readers and the print industry. The message may seem exaggerated today, but at the current pace of media development, this scene may well be realistic in the future. Newsagents' shops may well die out, as people buy and read online. No: It is an over-exaggeration and unfair on young people, who are not stupid, and older people, who use digital/social media too. It is unlikely that newspapers will die out so completely that young people will not recognise them.
Topic relevance: media development	Highly relevant: The media landscape is changing so rapidly that it is difficult to predict what will be possible/popular in the future.
Cartoon 2 (right page)	
What is being criticised?	The content/language of advertising.
Which details contribute to this?	The speaker is getting the thumbs down from many participants in the demonstration, but he says that his goal was achieved: People are paying attention to the brand even if the methods he used were questionable; the end justifies the means.
What devices are used?	Signs as used on Facebook for dislike. Speech bubble: justification of content/language use in ads. Contrast/symbolism: two people in charge/managers are in tower high above the masses, like priests at a pulpit talking to followers (comparison).
Target group?	Ordinary consumers who might be manipulated by ads.
Do you agree with the message? Give reasons.	Ads with rude, insulting content are not justifiable or acceptable and should be banned.
Relevance to the topic advertising:	It is relevant; there should be a code of ethics for advertising like there is for journalism; consumers should be more critical of advertising and set limits.

Spot on language

1 a) The use of the definite and indefinite ... b) Now read the following ...

LÖSUNGSVORSCHLAG

(Solutions in bold face.)

- The indefinite article** is used when talking about professions and nationalities.
- Institutions and means of transport are used **without the definite article**, unless a specific building or vehicle is meant.
- If uncountable nouns (e.g. abstract nouns) are used in a general sense, **no definite article** is used.
- Before singular names, even if there is an adjective before the name, there is **no definite article**.
- The indefinite article is placed **after** words such as *half*, *what*, *quite* and *such*.
- The definite article is placed **after** words such as *half (of)*, *both of*, *all (of)* and *twice*.

Examples for each rule:

- My best friend wants to become a teacher whereas I want to be an actor. An Englishman, a Pole, a Spaniard and a Turk are the best football players at our international school.
- After school many people go to university to have better job prospects. Nowadays many pupils have to travel by car or bus to attend schools that are far away. The first bus often leaves at 6 o'clock in the morning or even earlier.

3. My friends wished me love, health, happiness and success on my birthday. When I took part in the national session of the European Youth Parliament, I had an incredible feeling of success.
4. Susan and Paul are our neighbours' children. We often think of them as quiet, introverted Susan and noisy, extroverted Paul.
5. Our lunch break lasts at least half an hour. What a day it was when I was treated like an adult for the first time. It was quite a surprise how well all of us did on the oral exams. When we went on the field trip to the river, there was such a strong wind that we couldn't go swimming or canoeing.
6. The cat had already eaten half of the cake when we arrived at the party. Both of the students who had taken part in the competition were awarded a medal. All of the student teachers for natural sciences who successfully finish their training will definitely get a job in next to no time. In Scandinavian countries there are about twice the number of teachers who directly help pupils develop and meet the requirements than in Germany.

b) (Solutions in **bold face**.)

A: What are you going to do when you **leave school**? (no definite article, 2nd rule)

B: I'm thinking of doing a course in media studies because I'd like to be **a journalist**. What about you? (indefinite article, 1st rule)

A: Well, I'm going to do work experience for **half a year** and then travel for a bit. (5th rule)

B: That sounds exciting. Whereabouts?

A: I'm going backpacking and travelling around India **by bus** - I've always wanted to go there, ever since I saw a documentary about **life** in India. But I think, it'll be **quite a** culture shock! And I'll also miss my friends! (no definite article, 2nd rule; no definite article, 3rd rule; 5th rule)

B: Thank goodness **for smartphones**! It's much easier to stay in contact **with people in today's** world. (no definite article, no specification; no definite article, 3rd rule)

2 a)-c) Briefly state the difference between adjectives and adverbs in ...

LÖSUNGSVORSCHLAG

a) Difference between adjectives and adverbs:

An adjective explains what a noun is like whereas an adverb refers to the verb in the sentence and describes the way something is done.

b) Adjectives or adverbs or both:

Adjective	friendly, good, hard, late, ugly, early, quick, just, long, lively, daily
Adverb	hard, late, unexpectedly, quite, early, well, often, quick, just, suddenly, always, long, obviously, lively, daily

c) Individual answers expected.

3 Look at the following pairs of adjectives and adverbs. What do you ...?

LÖSUNGSVORSCHLAG

When adverbs are built from adjectives adding -ly, they might change their meaning. Some adverbs have the same form as the adjectives.

Adjective	German equivalent	Adverb	German equivalent
hard	<i>hart, schwer, mühevoll</i>	hardly	<i>kaum, fast nicht, wenig</i>
near	<i>nah, vertraut</i>	nearly	<i>ungefähr, fast, beinahe</i>
high	<i>hoch</i>	highly	<i>sehr, in hohem Maße, äußerst</i>
late	<i>spät</i>	lately	<i>vor Kurzem, neulich</i>
even	<i>gerade, glatt</i>	evenly	<i>gleichmäßig, ohne Rest</i>
short	<i>kurz, klein</i>	shortly	<i>bald, in Kürze</i>

4 a) Choose the correct word in each ... b) Write two sentences of ...**LÖSUNGSVORSCHLAG****a) (Solutions in bold face.)**

1. Even though I live **near** my school, I **nearly** arrived too **late** this morning as I was reading the latest news about the disaster.
2. **Lately** I've noticed that adverts for certain products seem to be following me around the web.
3. I **hardly** ever watch TV – I often just find it **hard** to find the time – but there's a new reality show in the US that's **highly** recommended. It's due to be broadcast in Germany **shortly**.

b) Possible dialogue:

A: I have not studied as hard as I should for my A-levels but I still have hardly any time to go to parties.

B: Well, I see. I know how you waste nearly five hours per day – on Facebook and playing online games.

5 A British friend of yours has just written an email telling you ... → S26.1**LÖSUNGSVORSCHLAG**

To: Jane Smith (name of British friend who wants to take part in the casting show Britain's got talent – real or invented)

Re: Participation in casting shows/Dangers arising from Casting shows/Interesting German survey on casting shows etc.

Dear Jane

I have been thinking about your interest in taking part in the casting show, and I am writing to tell you that I have mixed feelings about it. As casting shows are also very popular in Germany, I have watched many of them and tried to put myself in the participants' shoes. I can honestly say that participating in that kind of show would not really be my cup of tea. Not being in the media would be preferable to being followed by paparazzi even if I got a lot of money. I like living in peace and quiet with my family. Have you carefully considered how participating could change your life and whether it will even make you happy?

Recently, I came across an interesting article by Morten Freidel published in the *Frankfurter Allgemeine Zeitung*, a reliable German broadsheet, about the impact of casting shows on participants. It reports the findings of a survey conducted by German media institutions about the long-term psychological impact these shows have on young people. According to the survey most of the contestants felt disappointed at being stigmatised as losers at the end despite performing well at the beginning of the show. They were also upset about the way in which they had been treated. They dealt with their disappointment in different ways – it raised some participants' self-esteem while others simply gave up on their dreams. Just one-third of the subjects considered the show to be a springboard for their career, and only one-fifth appreciated the experience as an extraordinary opportunity for personal development. That is why producers of casting shows and contestants sign a contract before their work begins, which guarantees that producers cannot be made liable for the possible psychological effect the shows have on participants. There were even some participants who enjoyed being negatively stigmatised as scripted in secret by the producers of the show, which, I think, really is unfair in a casting show like this. As a good friend I thought you might like to know both sides of the story before making a decision on whether or not you would like to participate in the show. Please keep in touch and let me know what you decide. I am looking forward to hearing from you soon.

Best regards

...

Spot on vocabulary

1 a)-c) 🧑🧑🧑 Sort the following words according to whether they have ...

LÖSUNGSVORSCHLAG a)

TV		Print	
English	German	English	German
documentary	<i>Dokumentarfilm, -bericht</i>	document(s)	<i>Dokumentation</i>
casting show	<i>Castingshow</i>		
		circulation	<i>Auflage(nhöhe)</i>
panel game	<i>Rateshow, Quiz</i>		
commercial	<i>Werbespot</i>		
section	<i>Bereich (z.B. sports section)</i>	section	<i>Teil einer Zeitung, Rubrik, Spalte</i>
sitcom	<i>Situationskomödie</i>		
headline	<i>Schlagzeilen, wichtige Nachrichten kurz gefasst</i>	headline	<i>Überschrift</i>
drama	<i>Schauspiel, Filmgenre</i>	drama	<i>Drama, erschütterndes Geschehen</i>
cable	<i>Kabel, Leitung</i>	cable	<i>Telegramm</i>
		article	<i>Zeitungsartikel</i>
editorial	<i>redaktionell</i>	editorial	<i>Leitartikel (vom Chefredakteur)</i>
prime time	<i>Hauptsendezeit, beste Sendezeit</i>		
channel	<i>Kanal, Programm, Sender</i>	to channel	<i>kanalisieren, lenken</i>
column	<i>Kolumne, regelmäßiger Kommentar eines Journalisten (auch print medien)</i>	column	<i>Druckspalte, Zeitungsspalte</i>
		broadsheet	<i>seriöse Zeitung</i>
		tabloid	<i>Boulevardzeitung</i>
live coverage	<i>Liveberichterstattung, Direktübertragung</i>		
viewer	<i>Zuschauer/in</i>	reader	<i>Leser/in</i>
to syndicate (a column)	<i>Kommentare direkt an unabhängige Sender verkaufen</i>	to syndicate (a column)	<i>Artikel (Kolumne mit lizenziertem Inhalt) gleichzeitig an mehrere Zeitungen verkaufen</i>

b) Individual answers expected.

c) Digital media:

- Technical gadgets: smart phone, tablet, notebook, smart watch, computer
- Kinds of digital media: social media (e.g. Twitter, Facebook), blogs, encyclopedias, online reference books, dictionaries, ebooks, online shopping, banking websites
- Characteristics: eyewitness reports, text, audio and visuals, video, personalised content, immediacy, sharing information easily and fast, crowdsourcing, online advertising, covert advertising, transmedia storytelling

- Problems: control of copyright, piracy, the spread of confidential information, cyberbullying, protection of privacy
- Impact on individual/society: elections are run differently, the electorate is directly addressed, people use digital media around the clock, changes in education

2 Find adjectives that can be used to describe what articles and headlines ...

LÖSUNGSVORSCHLAG

Positive	Negative	Neutral
engaging	biased	comprehensible
well-written	opinionated	factual
authoritative	judgmental	sensational
interesting	corrupt	huge
brilliant	manipulative	controversial
inspiring	misleading	big
sensible	tabloid	scholarly
perceptive	dull	sophisticated
entertaining	scathing	catchy
balanced	one-sided	attention-grabbing

3 a) Match each noun on the left ... b) Complete the following text using ...

LÖSUNGSVORSCHLAG

- a) 1. advertising campaign, 2. brand loyalty, 3. market research, 4. product launch, 5. target group, 6. advertising budget
- b) 1. market research, 2. target group, 3. advertising budget, 4. advertising campaign, 5. product launch, 6. brand loyalty

4 Write down the English equivalent of each of these phrases. ...

LÖSUNGSVORSCHLAG

- *übers Internet* – to do something online/via the internet
- *im Internet surfen* – to browse/surf the internet
- *mit dem Internet verbunden sein* – to be connected to the internet/to be online
- *Cyber-Mobbing im Internet* – cyberbullying/bullying on the internet
- *einen Blogeintrag kommentieren* – comment on a blog post
- *persönliche Daten* – personal data/private information
- *Zugang zu Informationen haben* – to have access to information