



Reading Comprehension

MASS MEDIA: A WAY TO CONTROL THE MASSES

This text discusses a fascinating documentary called *The Century of the Self. Part 1: Happiness Machines* (by Adam Curtis). You can watch it online (with Spanish subtitles) on YouTube. It is a must-see!

The documentary talks about Sigmund Freud (1856-1939), the father of psychoanalysis. Freud explored a hidden part of human beings that we know as the unconscious, and which he saw as a storehouse of our repressed emotions and impulses.

More concretely, Curtis's documentary shows how Freud's theories have been used by people such as Edward Bernays (1891-1995). Clearly, most of us know who Freud was, but does the name Edward Bernays ring a bell?

Bernays was Freud's American nephew. Surprisingly, although most of us have never heard of Bernays, his influence on the 20th century was almost as important as his uncle's, Freud. Bernays is also referred to as the father of public relations, the father of propaganda or as one of the inventors of consumerism.

Curtis's documentary focuses on Bernays because he was the first person to use Freud's theories about humans' hidden irrational emotions in order to manipulate and control the masses. He was the one to teach big American corporations how to make people want, desire, and buy things they did not really need. In other words, Bernays found a way to manage and change the way large groups of regular people thought and felt and he did so using his uncle's theories. Bernays's techniques are still used nowadays, and that is why the documentary says that Bernays has been as influential as Freud.

One of Bernays's first experiments to manipulate people's minds was the following:

George Hill, the president of the American Tobacco corporation, had told Bernays that they were losing half of their market because, at that time—this was the 20's—men had invoked a taboo against women smoking in public. This meant that half of the population, that is, women, did not buy cigarettes. That's why Hill wanted Bernays to find a way to make women smoke in order to increase their profits.

So this is what Bernays did... With the help of a well-known American psychoanalyst, Bernays learnt that cigarettes were a symbol of male power, a phallic symbol. So Bernays asked himself, if I manage to connect cigarettes to the idea of women challenging male power, then, women would start smoking in order to show that they were as powerful and independent as men were at that time. To achieve this, Bernays convinced a group of New York women to appear smoking in public in the middle of an Easter Parade. Then, Bernays called the press and told them that he had seen a group of women smoking in the parade as a way of protesting. They were, Bernays said to the press, "lighting the

torches of freedom". With this simple sentence, Bernays was able to connect a product with an emotion or unconscious desire. That is, he linked the idea of 'women smoking in public' with the symbol of 'female liberation and independence' or 'female empowerment'. [If you're interested, look up "Edward Bernays's tobacco campaign" on Google Images].

The very next day the news spread around the globe, and from that moment on, females started smoking simply because this meant that they were as powerful and independent as men. Obviously, this all boiled down to tobacco corporations increasing their profits.

Before Bernays's techniques were used, products were sold to the masses only on the basis of need. That is, ads focused on showing the product as a necessity. Except for the rich, the majority of Americans simply bought what they needed. But corporations soon realized that they had to change the way consumers thought about products: instead of having products advertised as *necessities*, corporations had to make the masses *want* or desire a product, and Bernays was in charge of changing this mentality. He thus created many techniques of mass consumer persuasion that linked products to emotions (e.g. Bernays linked products to famous movie stars, cars were connected to male sexuality, etc.).

Think of most ads we see on TV nowadays. Ads no longer sell us something we really need, what they sell is the idea that if you purchase this product you will *feel* sexier, prettier, more powerful, manlier, etc. What a subtle way to manipulate us into consuming!

After watching this documentary, I believe we will all remember who Edward Bernays was.



Notes



Exercises (see answers on page 289)

Exercise 1:

Match the fragments in each column to make a complete sentence.

- | | |
|--|---|
| 1) Curtis's documentary focuses on | a) the father of public relations. |
| 2) Edward Bernays | b) with female empowerment. |
| 3) Bernays is known as | c) how Bernays used Freud's theories to control the masses. |
| 4) Bernays's influence on the 20th century | d) was Freud's nephew. |
| 5) Bernays connected cigarettes | e) was almost as significant as Freud's. |
| 6) Before Bernays's techniques were employed | f) to feel that they wanted or desired a product. |
| 7) American corporations wanted the masses | g) were created by Bernays. |
| 8) Many techniques of mass consumer persuasion | h) products were advertised as necessities. |

Exercise 2:

There are seven underlined words and expressions in the text. Match them with their corresponding definition. If you are not sure about the meanings, go back to the text and try to see if you can guess from context.

must-see	hidden	emotion	rings a bell
masses	link	realize	

- To _____ is to connect two or more things (e.g. an emotion and a product).
- If something is _____ it is difficult to see or not easy to notice.
- A _____ is a highly recommended movie, book, documentary, etc.
- The ordinary people who form the largest group in a society are called the _____.
- An _____ is a feeling (e.g. happiness, fear, anger, etc.).
- To _____ is to understand a situation.
- If somebody asks you if the name Edward Bernays _____ they are asking if the name sounds familiar to you.



Glossary

documentary	n.	documental
a must-see (movie/documentary) <small>(informal)</small>	adj.	que no te lo puedes perder, obligatorio, -a
hidden	adj.	escondido, -a
unconscious	n.	inconsciente
storehouse	n.	almacén
repressed	adj.	reprimido, -a
emotion	n.	emoción
impulse	n.	impulso
to ring a bell (informal)	v expr.	sonarte algo/alguien
nephew	n.	sobrino
uncle	n.	tío
consumerism	n.	consumismo
to focus (on)	v.	centrarse (en)
mass(es)	n.	la gente, las masas (que forman el grupo más grande de una sociedad)
to manage	v.	dirigir, manejar, gestionar
mind	n.	mente
profit	n.	beneficio
male power	n.	poder masculino
to connect	v.	conectar, ligar
to challenge	v.	desafiar, retar
powerful	adj.	poderoso, -a
to achieve	v.	conseguir, lograr
to light	v.	encender
torch	n.	antorcha
freedom	n.	libertad
desire	n.	deseo
to link	v.	ligar, conectar
empowerment	n.	apoderamiento
to spread	v.	extenderse
to boil down to	vtr phrasal.	reducirse a
ad (informal)	n.	anuncio
necessity	n.	necesidad
to realize	v.	darse cuenta
to advertise	v.	anunciar (en los medios)
to purchase	v.	comprar



Use of English

Possession and Collective Nouns

1. POSSESSIVE ADJECTIVES → They always appear before a noun.

a) My, your, his, her, its (singular)

My old TV set (1st person singular).
 Your brand new car (2nd person singular).
 His microphone (3rd person singular, + masc.).
 Her computer (3rd person singular, + fem.).
 Its entry into force (3rd person singular, + neutral).

b) Our, your, their (plural)

Our interview (1st person plural).
 Your books (2nd person plural).
 Their papers (3rd person plural).

2. POSSESSIVE PRONOUNS → Add an "s": yours, hers, ours, theirs.

a) Mine, yours, his, hers (singular)

This pen is mine (1st person singular).
 That notebook is yours (2nd person singular).
 This computer is his (3rd person singular, + masc.).
 That bag is hers (3rd person singular, + fem.).

b) Ours, yours, theirs (plural)

These books are ours (1st person plural).
 Those reports are yours (2nd person plural).
 These photographs are theirs (3rd person plural).



Notes



Exercises (see answers on pages 289-290)

Exercise 1:

Use the correct possessive adjective according to the words in parentheses.

- 1) ____ child is sick. (Mary)
- 2) ____ leaves are falling. (The tree)
- 3) ____ picture is on the wall. (John)
- 4) ____ tail is moving. (The cat)
- 5) ____ appointment is on Monday. (They)
- 6) ____ doctor takes care of us. (We)
- 7) ____ husband can help you. (I)

Exercise 2:

Match the questions with correct answers.

- | | |
|------------------------------|----------------------------|
| 1) Is this pen yours? | a) This TV channel is his. |
| 2) Are these their pictures? | b) No, they're hers. |
| 3) Whose book is this? | c) No, it's his. |
| 4) Are these dogs yours? | d) Yes, they're theirs. |
| 5) Whose TV channel is this? | e) The book is mine. |
| 6) Are these drawers yours? | f) Yes, they're ours. |

3. SAXON GENITIVE → This construction involves a relation of possession, where an "s" is added to proper names (human nouns or names of companies).

Examples:

IBM's logo: There is a logo on the IBM PC.

People's homes: People live in homes.

Microsoft's: The company Microsoft has an infinite number of products.

The Saxon Genitive construction also holds for:

- a) Time expressions such as: today's paper, a day's work, a month's salary, a fortnight's holiday, yesterday's newspaper, tomorrow's weather, in two years' time, ten minutes' break.
- b) Places: New York's theatres, England's politicians, etc.
- c) Nouns of special interest to human activity: science's findings, memory's selective power, etc.

PRACTICE with the SAXON GENITIVE

Read the following text and examine the instances in which the possessor noun appears with an "s" like "IBM's logo", "Microsoft's", "people's homes".

The history of the IBM PC

The first IBM PC was developed using the electrical components that were available at the time. With IBM's logo on the box, it became the standard machine for large corporations to purchase. When IBM was looking for an operating system, they initially went to Digital Research, which was a market leader in command-based operating systems (i.e. operating systems in which the users type in commands to perform a function). When the collaboration between IBM and Digital Research failed, IBM turned to Bill Gates, who was then 25 years old, to create their operating system.

Bill Gates founded Microsoft on the basis of the development of MS/DOS, the initial operating system for the IBM PC. Digital Research has continued to develop their operating system, DR/DOS, and many people consider it a better product than Microsoft's. However, without an endorsement from IBM, it has become a minor player in the market. Novell, leaders in PC networking, now own Digital Research, so things may change.

The original IBM PC had a minimum of 16K of memory, but the memory of the computer could be upgraded to 512K if necessary, and ran with a processor speed of 4.77MHz. Ten years later, in 1991, IBM was making PCs with 16Mb of memory, expandable to 64Mb, running with a processor speed of 33MHz. The cost of buying the hardware has come down considerably as the machines have become commodity items. Large companies are considering running major applications on PCs, something which, ten years ago, no one would have believed a PC could do. In contrast, many computers in people's homes are just used to play computer games.

The widespread availability of computers has in all probability changed the world forever. Microchip technology which made the PC possible has put chips not only into computers, but also into washing-machines and cars. Some books may never be published in paper format, but may only be made available as part of public databases. Networks of computers are already being used to make information available on a world-wide scale.

Adapted text from: K. Boeckner & P. Charles Brown (1993), 9th imp. 2002
Computing, Oxford University Press, page 6.

**Exercises** (see answers on page 290)**Exercise 3:**

Join the following nouns using "s" or simply an apostrophe "'".

- a) Susan / laptop
- b) Tom and Mary / palmtop
- c) John / monitor
- d) LAN / the company
- e) institutions / software packages
- f) Europe / protocols
- g) Bill's father / workstation
- h) his nephews / keyboard
- i) my younger sister / Playstation
- j) Jim and Molly / radiation screen
- k) government / database

Exercise 4:

Identify the function of "s" in each case, ranging from verb "to be", "have got" or Saxon Genitive (SG).

- 1) Tom's got a big house.
- 2) Emma's cat.
- 3) Tim's tall.
- 4) The Queen's old.
- 5) He's got a beautiful house.
- 6) Jane's dog is big!
- 7) Mum's got long hair.
- 8) Geoffrey's rich.
- 9) William's dad has got red hair.
- 10) Julian's got blue eyes.

Exercise 5:

Explain the difference between the following expressions by deciding whether the possessed nominal is definite or indefinite.

Examples:

- John's computer → John has got a computer. (Definite/Indefinite).
 A computer of John's → John has several computers. (Definite/Indefinite).
- a) Mary's plane ticket. (Definite/Indefinite)
 - b) An airplane ticket of Mary's. (Definite/Indefinite)
 - c) Some friends of Mary's. (Definite/Indefinite)
 - d) Mary's friend. (Definite/Indefinite)
 - e) Two of Mary's friends. (Definite/Indefinite)



Glossary Collective nouns

Collective noun is the name given to a group of nouns to refer to them as one entity. In order to identify them, you can use words like *group* or *bunch*.

Please consider the following list of collective nouns for humans, animals and objects.

People	Animals	Objects
An army of soldiers	A school of fish	A group of islands
A choir of singers	An army of ants	A galaxy of stars
A crew of sailors	A kennel of dogs	A pair of shoes
A band of musicians	A flock of birds	A forest of trees
A bunch of crooks	A haul of fish	A stack of wood
A crowd of people/ spectators	A flock of sheep	A fleet of ships
A gang of thieves	A herd of deer/cattle/ elephants/goats/ buffaloes	A string of pearls
A group of dancers	A shoal of fish	An album of stamps/ autographs/ photographs
A team of players	A swarm of bees	A hedge of bushes
A troupe of artists/ dancers	A host of sparrows	A library of books
A pack of thieves	A team of horses	A basket of fruit
A staff of employees	A pride of lions	A bowl of rice
A board of directors	A zoo of wild animals	A pack of cards



Exercise (see answers on page 291)

Exercise 6:

Fill in the gaps with the corresponding word from the table above.

- 1) A _____ of employees.
- 2) An army of _____.
- 3) A _____ of playing cards.
- 4) A swarm of _____.
- 5) A _____ of sailors.
- 6) A bunch of _____.
- 7) A _____ of musicians.
- 8) A hedge of _____.
- 9) A _____ of thieves.
- 10) A fleet of _____.
- 11) A _____ of wild animals.
- 12) A library of _____.
- 13) A _____ of players.
- 14) A shoal of _____.
- 15) A _____ of dogs.
- 16) A _____ of people.



Notes



Notes



Oral Skills

READ AND LISTEN TO THIS INTERVIEW WITH JANE SMITH, A RELEVANT YOUNG AMERICAN MEDIA TYCOON

INTERVIEWER: Good morning, Jane. Welcome to this programme about successful entrepreneurs. Today is a special occasion because we are celebrating our twentieth anniversary.

JANE SMITH: Thank you! It's always nice to get some recognition after so much hard work.

INTERVIEWER: When did you discover you wanted a career in media?

JANE SMITH: Ever since I read about nineteenth-century female reporters I knew I wanted to do something like they did. Their bravery encouraged me to follow in their footsteps.

INTERVIEWER: How did you get started in the media?

JANE SMITH: My teacher at school advised me to set up an online newsletter. I remember making a lot of mistakes, especially when I published an article about the school administration with the photo of a party on a boat in the Greek Islands or when, by mistake, I said that the tea in the canteen was radioactive. But it all was so challenging!

INTERVIEWER: Jane, do you think that now that people are hammering away on a computer keyboard, texting on a mobile phone or tweeting on a Blackberry, we are likely to forget about writing by hand?

JANE SMITH: It's true that today most people rarely need to write more than a shopping list or a birthday card, but I strongly believe that penmanship must be protected because it is a way to maintain a direct connection with our ancestors and the past, and discover the unique qualities of individuals as well.

INTERVIEWER: I completely agree. In fact, your handwriting can be as personal as your voice or your laugh.

JANE SMITH: Besides, there's always the possibility that a computer is not available sometimes or there could be a blackout and then you would have to write information on paper.

INTERVIEWER: Jane, let's talk about the senses. I recently read that your company has invented a device for mobile phones that can record smells just as video cameras record pictures.

JANE SMITH: Yes. It can store smells in its memory and they can be played back and sent to your friends when you need them.

INTERVIEWER: That's amazing! You could smell food before ordering it or going to a particular restaurant, even food from restaurants in other countries.

JANE SMITH: And also perfumes, fragrances, air fresheners, and so on, all before actually making a purchase.

INTERVIEWER: I'm worried though. I hope that nasty smells aren't going to be recorded!

JANE SMITH: Unfortunately, we can't avoid that but we're developing something that could block the smell receptor in the phone and restrict users from sending them to others.

INTERVIEWER: That's impressive! When will this new mobile phone be available?

JANE SMITH: Hopefully by the end of 2020. There's still a long way to go.

INTERVIEWER: Thanks very much, Jane.

JANE SMITH: It's always nice to talk about new technologies.

READ AND LISTEN TO THIS CONVERSATION BETWEEN A PARENT AND A SOCIAL WORKER WHO IS RESEARCHING THE IMPACT OF THE INTERNET ON YOUNG CHILDREN

SOCIAL WORKER: Good morning, Mrs Ellis. As a concerned parent, what do you think of the government's policy on strengthening the Children's Online Privacy Protection Act of 1998?

MRS ELLIS: I think it sounds perfect. I have four kids, ages 9 to 16, and I spend most of my time monitoring their online activities. You know, lecturing them on inappropriate content or uploading photos of themselves onto suspicious commercial sites.

SOCIAL WORKER: So you're aware that your kids could be using their laptops just two metres away from you, and still be at risk?

MRS ELLIS: Yes, and this frightens me because they have this constant need to socialize all the time.

SOCIAL WORKER: And why do you think, as a mother of four, that texting, Twitter, mobile phones, iPods, kindle and iPads have overtaken typewriters or conversations on a landline in such a short period of time?

MRS ELLIS: I'm not sure but, I think, it's just the idea of instant gratification and immediate response.

SOCIAL WORKER: I recently read in a popular magazine that at least 7.5 million 12-year-old children and some even younger are on Facebook with their parents' permission.

MRS ELLIS: Yeah, and, in return, these kids complain that their parents are so hooked on the Internet that they don't talk to them or spend time with them.

SOCIAL WORKER: That's probably the reason why they look for friends online, that is, friends they never see.

MRS ELLIS: And surprisingly those who don't succeed at making friends online are starting to detest the Internet because, on one hand, it's hurting them so badly, and, on the other, they can't stop using it because they're constantly pressured to socialize.

SOCIAL WORKER: So, are parents totally responsible?

MRS ELLIS: In some way, they are. Their lack of supervision plus inefficient laws push kids to give up their privacy and their integrity as individuals.

SOCIAL WORKER: Are the new technologies, in your opinion, harmful for the children's development as human beings?

MRS ELLIS: Not necessarily. They could be used to prevent children from leading sedentary lives, and that would be great.

SOCIAL WORKER: Yes, but how?

MRS ELLIS: I've heard of a university that is conducting a study in which every kid who participates is connected to a sort of mobile network. If the data they receive indicates that the participating teenager has been sitting by his or her computer too much, he or she is bombarded with text messages ordering them to do some exercise.

SOCIAL WORKER: Wow! It sounds like a good solution to combat obesity.

MRS ELLIS: Absolutely. These kids are our future.





Glossary

entrepreneur	n.	empresario, -a
reporter	n.	reportero, -a; periodista
footsteps	n.	pasos
canteen	n.	cantina, cafetería
to hammer away	prep v.	martillear
to tweet	v.	colgar mensajes en Twitter
penmanship	n.	caligrafía
ancestor	n.	antepasado, -a; ancestro
laugh	n.	risa
blackout	n.	apagón, corte eléctrico
air freshener	n.	ambientador
nasty	adj.	desagradable
concerned	adj.	preocupado, -a; interesado, -a
to lecture	v.	regañar, sermonear
typewriter	n.	máquina de escribir
to succeed	v.	tener éxito
privacy	n.	intimidad
harmful	adj.	dañino, -a
to conduct	v.	dirigir, llevar a cabo



Notes

Writing Skills

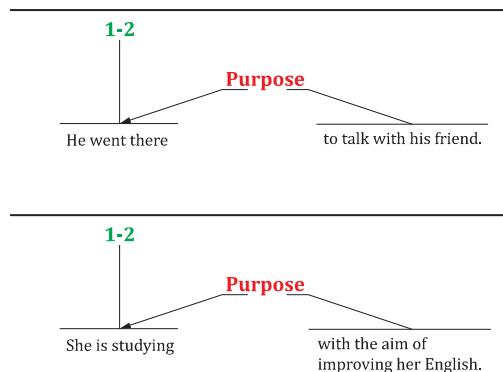
Writing: Coherence and Cohesion (PURPOSE)

Another discourse relation that can be found in texts is PURPOSE. This relation is usually held between two fragments in a sentence: one fragment indicates the purpose of the information shown in the other fragment. For example:

"He went there **to** talk with his friend."

"She is studying **with the aim of** improving her English."

These examples could be represented in this way:



Connectors link the fragments to show a PURPOSE. The fragment expressing purpose includes the connector. See, for example, the items in bold in the previous sentences.

Other connectors of PURPOSE:

1	in order to
2	so as to
3	so that
4	to
5	with the aim of

Some connectors of PURPOSE must be followed by an infinitive verb form:

in order to + infinitive

so as to + infinitive

to + infinitive

with the goal to + infinitive

with the objective to + infinitive

Other connectors of PURPOSE must be followed by a gerund verb form:

with the aim of + gerund

with the goal of + gerund

with the objective of + gerund

with the purpose of + gerund

The connector “so that” must be followed by a subject and a verb.

Examples:

"He went to the party **to** see her."

"He went to the party **with the aim of** seeing her."

"He went to the party **so that** he could see her".

Pay attention: In general, the fragment that expresses purpose can be placed before or after the other fragment.

For example:

"He is listening to his teacher **in order to** understand the subject."

"In order to understand the subject, he is listening to his teacher."



Notes

A notepad icon with a blue spiral binding is positioned at the top left. To its right, the word "Notes" is written in a blue, sans-serif font. Below this title are ten horizontal lines for writing notes.



Glossary

purpose	n.	propósito, finalidad
to go	v.	ir
to	prep.	para
to talk	v.	hablar
to study	v.	estudiar
with the aim of	prep.	con el objetivo de
to improve	v.	mejorar
in order to	prep.	para, a
so as to	prep.	para que
so that	prep.	para que
with the goal of / to	prep.	con el objetivo de
with the objective of / to	prep.	con el objetivo de
with the purpose of	prep.	con el propósito de
party	n.	fiesta
to listen	v.	escuchar
teacher	n.	profesor, -a
subject	n.	materia, asignatura
to write down	v.	anotar
to feel	v.	sentirse



Notes



Exercises (see answers on pages 291-292)

Exercise 1:

Match each item 1-4 with another item a-d to form a sentence with a PURPOSE relation.

- | | |
|---|---|
| 1) John's parents buy several newspapers every day | a) so as to relax before sleeping. |
| 2) They have a huge TV at home | b) in order to be well informed. |
| 3) She usually listens to music programs on her tiny radio at night | c) with the aim of being innovative in that sector. |
| 4) Tom's girlfriend wants to develop a publicity career | d) so that their guests can watch movies. |

Exercise 2:

Join these pairs of sentences with the connectors of PURPOSE indicated at the end of each pair.

- 1) Bill's mother went to the cinema with her friends. She wanted to have some fun after a hard week. USE: **to**.
- 2) Wendy and David's daughter studied journalism. She wanted to be a war correspondent. USE: **with the objective of**.
- 3) The advertisements' messages should be sincere. If so, customers really appreciate the products. USE: **so that**.
- 4) Her aunt was interviewed on a TV show. She spoke about her last book. USE: **in order to**.

Exercise 3:

Fill in the blanks in the following sentences with the connectors of PURPOSE provided. Only one option is correct.

with the goal of so that in order to

- 1) If you really want to know what is happening in the world, read newspapers and watch news programs _____ you can be informed.
- 2) The president of the company decided to contract a publicity agency _____ selling more products.
- 3) Paul's daughter writes for a very well-known magazine _____ disseminate her point of view about the current political situation.