

# UNIT 8

# Media and Entertainment

## I. Teaching Plan (4 Teaching Hours)

PART A 15Ms

PART B 75Ms

PART C 60Ms

PART D 50Ms

Procedures	Duration (mins)	Objectives	Key Points
Part A Lead in	15	<ol style="list-style-type: none"> <li>1. Arouse Ss' interest in the topic.</li> <li>2. Help Ss realize the information gap they may have in understanding particular media message.</li> </ol>	The differences between text and subtext of media messages
Part B Section 1	20	<ol style="list-style-type: none"> <li>1. Know the basic components of the media of the United Kingdom.</li> <li>2. Understand the differences between quality newspaper and tabloid paper.</li> <li>3. Understand the importance and functions of radio in British people's lives.</li> <li>4. Help Ss to know TV and Internet service in the United Kingdom.</li> <li>5. Summarize the media in the United Kingdom using mind map.</li> </ol>	media components quality newspaper tabloid newspaper The BBC network and its operation The BBC as TV content provider top-level domain mind map creating

Procedures	Duration (mins)	Objectives	Key Points
Part B Section 2	15	1. Know the offshore radio revolution in Britain. 2. Familiarize with the BBC radio through its official website.	offshore radio revolution BBC radio
Part B Section 3	20	1. Understand concepts of media literacy. 2. Understand the goal of most media messages.	media literacy Basic concepts Intermediate concepts Advanced concepts
Part B Section 4	20	1. BBC as one example of media's impartiality/ bias. 2. Invite Ss to think critically on the issue of media's impartiality/ bias.	Criticism of the BBC
Part C Section 1	10	1. Know the origin and development of the media of the United States. 2. Journalism's transformation.	Media development
Part C Section 2	15	1. Know the basic components and the development of the media of the United States. 2. Summarize media development in the United States using timeline.	Timeline creating
Part C Section 3	20	1. Know the debate on media ethics. 2. Invite Ss to think critically on media ethics.	Media Ethic The right to know vs. The right to privacy and fair treatment
Part C Section 4	15	1. <i>The New Yorker</i> as one example of journalistic publication in the United States. 2. Familiarize Ss with the basic structure of <i>The New Yorker</i> . 3. Invite Ss to appreciate the distinctive feature of <i>The New Yorker</i> .	The basic structure of <i>The New Yorker</i> The distinctive feature of <i>The New Yorker</i>

Procedures	Duration (mins)	Objectives	Key Points
Part D Hands on	50	<ol style="list-style-type: none"> <li>1. Grasp advertisement deconstruction skills.</li> <li>2. Analyze the given commercials using the deconstructing skills.</li> <li>3. Apply the knowledge and skills to make a newsletter.</li> </ol>	Knowledge utilization

## II. Instructional Design

### PART A LEAD IN

#### **Tasks / Activities:** Video Watching

Ss should research on storyboard or comic strip template before class;

1. Video watching;
2. Group discussion or workshop on questions like:
  - a. Describe what you have just seen from the video;
  - b. Who are the main characters in the video?
  - c. If possible, draw the storyboard of the video;
  - d. Make a guess about the purpose of the video;
3. The tutor comments on their prior knowledge, and then expands on their pre-existing knowledge if necessary.

**Resources/ Equipment:** a video clip; storyboard / comic strip template handouts

#### **Dos and Don'ts:**

1. The tutor uses the lead-in activities of video watching and class discussion to activate students' prior knowledge. Through this, the tutor could assess students' prior knowledge, determine the extent of instruction necessary in this topic, and better prepare Ss for the topic.
2. Don't show the end of the commercial with the company's logo in it to Ss so that they will not know what the video is about.

## PART B FOCUS ON THE UK

Section 1	<p><b>Tasks / Activities:</b> Pre-class reading; Online research on the meaning of media; Q &amp;A, Class discussion and Debate</p> <ol style="list-style-type: none"> <li>1. The tutor checks Ss' understanding of media by asking them to provide examples from their daily experience.</li> <li>2. The tutor checks Ss' memorization of the components of media in the United Kingdom.</li> <li>3. The tutor invites and instructs Ss to think critically on the legitimacy of tabloid paper.</li> <li>4. The tutor evaluates Ss understanding by asking them to make a mind map out of the text.</li> </ol>
	<p><b>Resources/ Equipment:</b> the text and copies of British and American newspapers, magazines, and books. mind map handouts</p>
	<p><b>Dos and Don'ts:</b></p> <ol style="list-style-type: none"> <li>1. Ss understand the meaning of media and get to know the basic components of the media in the UK.</li> <li>2. Ss can make a distinction between the serious-minded newspaper and tabloid paper.</li> <li>3. Ss summarize the text using mind map.</li> </ol>
Section 2	<p><b>Tasks / Activities:</b> Pre-class reading; Online research; Q&amp;A; Class discussion</p> <ol style="list-style-type: none"> <li>1. The tutor invites Ss to recall their favorite radio programs in Chinese and in English.</li> <li>2. The tutor evaluates Ss' understanding of radio, especially the BBC in the UK.</li> <li>3. The tutor gives the platform to the Ss by encouraging them to introduce their favorite radio programs from the BBC.</li> </ol>
	<p><b>Resources/ Equipment:</b> the text and copies of British and American newspapers, magazines, and books. The official website of the BBC radio</p>
	<p><b>Dos and Don'ts:</b></p> <p>Ss introduce their favorite radio program provided by the BBC.</p>
Section 3	<p><b>Tasks / Activities:</b> Pre-class reading; Online research; Q&amp;A; Class discussion;</p>
	<p><b>Resources/ Equipment:</b> the text and related print ads and commercials</p>
	<p><b>Dos and Don'ts:</b></p> <ol style="list-style-type: none"> <li>1. The tutor explains to the Ss the importance of media literacy;</li> <li>2. The tutor invites Ss to think of concrete examples to illustrate abstract notions in media literacy;</li> </ol>

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PART B FOCUS ON THE UK	
Section 3	3. The tutor invites Ss to have a taste of deconstructing advertisements by introducing briefly the deconstruction skills to Ss (The tutor may find deconstructing skill reading material in teacher's book. If necessary, the tutor may hand out the reading material before or during class)
Section 4	<b>Tasks / Activities:</b> Pre-class reading; Online research; Q&A; Class discussion 1. Use the BBC as one example of media's impartiality/ bias. 2. The tutor invites Ss to think critically on the issue of media's impartiality/ bias.
	<b>Resources/ Equipment:</b> the text and copies of British and American newspapers, magazines, and books.
	<b>Dos and Don'ts:</b> Use the BBC as one example to familiarize Ss with the issue of media's impartiality/ bias
PART C FOCUS ON THE US	
Section 1	<b>Tasks / Activities:</b> Pre-class reading; Searching for online journalism websites and compare them with traditional newspapers. 1. The tutor checks for Ss' memorization of the origin and the basic components of the media in the United States. 2. The tutor invites and instructs Ss to compare journalism in different phases. 3. The tutor guides Ss to think upon the reason behind the transformation of journalism in the US.
	<b>Resources/ equipment:</b> the text and copies of American newspapers, magazines, and books.
	<b>Dos and Don'ts:</b> If necessary, let Ss print out the screen shots of one American journalism website to examine in detail the layout of the website and compare it with that of traditional journalism in the form of newspaper.
Section 2	<b>Tasks / Activities:</b> Pre-class reading; Q&A, class discussion; Timeline creating The tutor evaluates Ss understanding by asking them to make a timeline out of the text.
	<b>Resources/ Equipment:</b> the text and copies of American newspapers, magazines, and books.
	<b>Dos and Don'ts:</b> Ss summarize the text using timeline.

PART C FOCUS ON THE US	
Section 3	<p><b>Tasks / Activities:</b> Before class reading; Q &amp;A, class discussion;</p> <ol style="list-style-type: none"> <li>1. The tutor gives the floor to Ss and invite them to self-educate through Internet and learn about the Vietnam War, the Watergate scandal and the <i>First Amendment</i>.</li> <li>2. The tutor encourages Ss to think critically on the issue of media ethics.</li> </ol>
	<p><b>Resources/ Equipment:</b> the text and copies of American newspapers, magazines, and books.</p>
	<p><b>Dos and Don'ts:</b></p> <p>An open discussion on the issue of media ethics can only be fruitful when the Ss have done thorough online research and have gone through independent thinking.</p> <p>Don't jump to easy conclusions on the issue. Let Ss decide their standpoints and appreciate not their opinion but how they support their opinion with concrete supporting materials and logical analysis.</p>
Section 4	<p><b>Tasks / Activities:</b> Pre-class reading; Q&amp;A, class discussion;</p> <ol style="list-style-type: none"> <li>1. Use <i>The New Yorker</i> as one example of journalistic publications in the United States.</li> <li>2. Help Ss get to know the basic structure of <i>The New Yorker</i>.</li> <li>3. Invite Ss to appreciate the distinctive features of <i>The New Yorker</i>.</li> <li>4. Prepare Ss for Part D by directing their attention onto the cartoons of <i>The New Yorker</i>.</li> </ol>
	<p><b>Resources/ Equipment:</b> the text and copies of American newspapers, magazines, and books.</p>
	<p><b>Dos and Don'ts:</b></p> <p>Again, when Ss are working on the second exercise, do not focus on whether their cartoon is perfect or not, but on their overall understanding and visualization of the key points.</p>
PART D HANDS ON	
PROJECT 1	<p>Watch two coca cola commercials, deconstruct them and try to make a comparison between the two.</p>
	<ol style="list-style-type: none"> <li>1. Write down main characters of both videos.</li> <li>2. Summarize the plot of both videos by creating storyboard or comic strip templates.</li> <li>3. Fill out the visual elements ad analysis chart for both videos.</li> <li>4. Fill out the story components analysis chart for both videos.</li> </ol>



## NOTES

1. Before class, Ss are required to preview each section from going over the text to completing the exercises, especially the second exercise for each section.
2. In class, the tutor checks the students' understanding of the topic by using a wide variety of learning activities.

## III. Keys & References

### PART A

## Lead in

**Directions:** Please watch the video clip from the beginning to 1'08 and discuss questions 1-3 among your group under your tutor's guidance. Then watch the remaining part of the video clip and discuss question 4.

1. How many characters can you identify in the video? 4.
2. Who are they?  
A girl, her family, her pet dog and a car.
3. Try to retell the story, and if possible, draw the storyboard or comic strip templates of the video to help you summarize the story.  
Open.

### PART D HANDS ON

#### Project 1

5. Locate the similarities and differences between two videos.
6. Make a guess about the potential target consumers of the two ads.
7. Evaluate on the effectiveness of both ads.

#### Project 2

- Make your advertisement.
1. Invite Ss to apply the skills they have learned in this unit to make advertisement and to see whether it nails the target audience or not.
2. Invite Ss to present their advertisements before class and ask the fellow Ss to judge whether they are effective or not.
3. Ss as a whole may choose one advertisement and work on it to improve it.

4. Make a guess about the purpose of the video.  
Open.
5. When the tutor shows you the end of the video with the company's logo in it, you decide whether the video is effective as a commercial.  
In fact this is a commercial for Chevrolet indicating Chevrolet's importance in people's lives.

## PART B

# Focus on the UK

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## Section 1 The Media of the United Kingdom

### ►► TEXT A

### EXERCISE 1



**Directions:** Please try to answer the following questions.

1. What are the five types of communications media in the United Kingdom?  
They are television, radio, newspapers, magazines, and Web sites.
2. What is "quality" newspaper?  
The serious-minded newspaper.
3. How many languages does the BBC World Service radio network broadcast in globally?  
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4. What are the domestic services provided by the BBC? Name at least two.  
Services in Welsh on BBC Radio Cymru, Gaelic on BBC Radio nan Gàidheal in Scotland and Irish in Northern Ireland.
5. What is the largest operator of radio stations in the United Kingdom?  
Global Radio

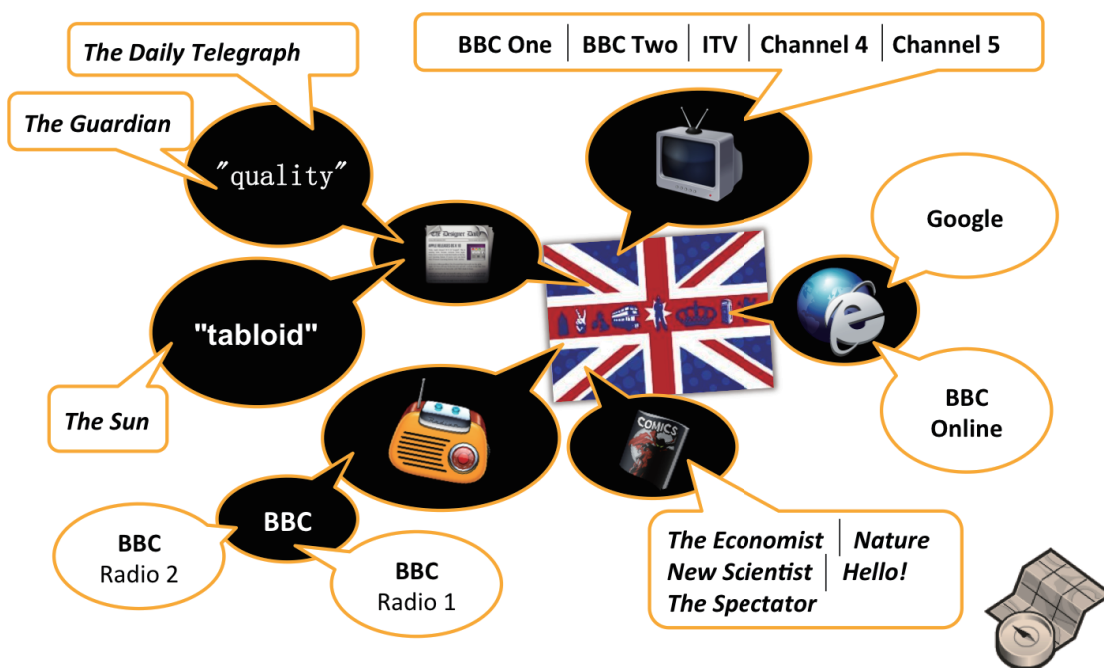


## EXERCISE 2



**Directions:** After grasping the essence of mind mapping, finish the two tasks below independently.

1. Draw a mind map of the text.
2. Show your mind map to the class and try to recollect the key points of the text by just looking at your mind map.



## Section 2

### The Offshore Radio Revolution in Britain

#### TEXT B

## EXERCISE 1



**Directions:** After reading Text B, please try to recount the origin and evolution of "pirate" radio stations to your class.

Open.

## EXERCISE 2



**Directions:** After reading the text, go to the BBC radio official site at <http://www.bbc.co.uk/radio/> and complete tasks below:

1. Explore the website to have a general idea about the programs provided by the BBC radio
2. Pick one program that interests you most and get ready to introduce the program to your fellow students.
3. When introducing the program, you may need to address the following points
  - The name of the program
  - The broadcast time and the duration of the program
  - The content of the program
  - Why does it interest you most
4. You may introduce the program with the help of pictures and video clips. Also a ppt is advisable.  
Open.

## Section 3 Introduction to Media Literacy

### ►► TEXT C

## EXERCISE 1



**Directions:** Please decide whether each of the following five items belongs to a basic concept (B), an intermediate concept (I), or an advanced concept (A).

1. Media messages can be decoded ( B)
2. We can change our media system (A)
3. We all create media ( I)
4. The human brain processes images different than words ( I)
5. No one tells the whole story ( B )

**EXERCISE 2**

**Directions:** Please choose the correct answer from the four choices marked A, B, C and D.

1. B
2. D
3. C
4. A

## Section 4

### BBC Is Criticized for Misleading Coverage of Middle East

#### TEXT D

**EXERCISE 1**

**Directions:** Please try to answer the following questions.

1. Why do you think the BBC governors commissioned an independent report on BBC's coverage of the Israeli-Palestinian conflict?  
There is high volume of complaints about the BBC's impartiality in its coverage of the Israeli-Palestinian conflict.
2. In what way is the BBC's coverage of the Israeli-Palestinian conflict "inconsistent, incomplete and misleading"? Can you find examples in the text? For example, according to the report, "There was little reporting of the difficulties faced by the Palestinians in their daily lives. Equally in the months preceding the Palestinian elections there was little hard questioning of their leaders".
3. According to the report, is there deliberate bias in the BBC's coverage of the area?  
There is no deliberate bias in the BBC's coverage of the area.
4. What are the probable reasons of the BBC's partiality?  
"When the Israelis suffer it is usually from a terrorist attack... which necessarily constitutes a newsworthy event... In recent years, many more

Palestinians have been killed but usually in circumstances which are less dramatic and give rise to less striking images,” the report said.

5. What do you think needs to be done to correct it?  
Open.

## EXERCISE 2



**Directions:** Do online research on criticism of the BBC and then compose a report of no less than 500 words by following the outline below:

1. According to your research, what is the key area of criticism of the BBC?
2. List specific examples of the criticism.
3. According to the accusation, what might be the reason behind the BBC's error?
4. Do you think the criticism is fair enough? Why or why not?  
Open.

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## PART C

# Focus on the US

### Section 1

## The Media in the United States—I

### TEXT E

## EXERCISE 1



**Directions:** Please choose the correct answer from the four choices marked A, B, C and D.

1. A                      2. C                      3. C                      4. B

## EXERCISE 2



**Directions:** In order to meet the challenges posed by new media, traditional media in the United States start to digitalize their content to make it more accessible to the common reader like you. Take advantage of this, and do a little comparison of the top newspapers of the United States by following the steps below.

1. Go to the website of one of the top five daily newspapers of the United States.
  2. Find out the biggest picture shown on its homepage and read the story behind the picture.
  3. Get ready to describe the picture and recount the story to your class.
  4. Once in class, compare your picture and story with those of your group members to see whether the stories are the same.
  5. If yes, compare the pictures to see the difference and determine which one is better suited for the story; if no, why do different papers choose different story as their top story?
- Open.

## Section 2

### The Media in the United States—II

## TEXT F

## EXERCISE 1



**Directions:** Search the Internet and find out what timeline is and how to draw a timeline.

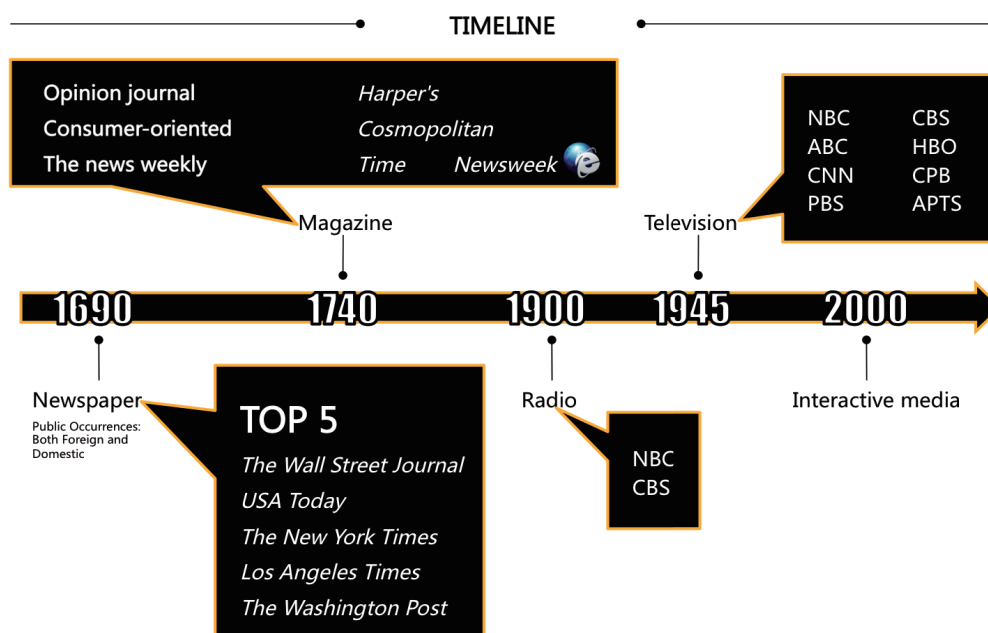
Open.

## EXERCISE 2



**Directions:** After grasping the essence of timeline, finish the two tasks below independently.

1. Draw a timeline of the media of the United States based on the text of section 1 and 2.
2. Show your timeline to the class and try to recount the development of the US media by just looking at your timeline.



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## Section 3 The Media in the United States—III

### TEXT G

## EXERCISE 1



**Directions:** After reading Text C, please try to answer the following questions.

1. How do you understand the “watch dog” role the press plays?  
The investigative journalism has the responsibility to safeguard the public’s right to know and therefore needs to step up to intervene, or even change

the course of history if necessary.

2. Can you name a few incidents, in which the American press intervened and changed the course of history?

The Vietnam War and the Watergate scandal.

3. Can you explain the journalistic codes of ethics in plain words to your fellow students?

Open.

4. Which one do you think is more important? The right to know or the right to privacy and fair treatment?

Open.

## EXERCISE 2



**Directions:** Please do online research on the following terms or incidents.

1. The Vietnam War
2. The Watergate scandal
3. The First Amendment

Ss may refer to the Wikipedia for the detailed information.

## Section 4

### A Guided Tour Through *The New Yorker*

## ► TEXT H

## EXERCISE 1



**Directions:** After reading Text D, please try to answer the following questions.

1. According to the text, how many sections can *The New Yorker* be roughly divided into? And what are they?

The cover; Table of contents; Contributors; The Mail; 'Goings on about Town'; The middle section; Criticism; Cartoons

2. What do you think of the blurbs on the book cover in general? Are they competent in advertising the book?

Open.

3. What makes *The New Yorker* different from other ordinary magazines?

The dearth of photographs; The cartoons; The Advertisements

4. What are the legacies *The New Yorker* left behind as the foremost journalistic publication in The United States?

It pioneered the use of single-line captions in cartoons. It perfected the plotless story, also known as a New Yorker story, which instead focuses on the development of a person or situation. It also blazed a trail in journalism, providing fair and rigorously accurate reporting on important events around the world. It perfected the 'literary journalism' style, informing while entertaining, captivating while educating.

## EXERCISE 2



**Directions:** Find a copy of *The New Yorker* or go to its website and complete the following tasks.

1. Pick one cartoon from *The New Yorker*.
  2. Compose a short essay (with no less than 300 words) . You need to describe the cartoon (with special attention to the characters and the plot) first, and then try to make sense out of the cartoon and write down your understanding of it.
  3. Try to draw your cartoon version of the same topic and compare yours with that of *The New Yorker*
  4. Bring both cartoons to class and invite your group member to judge which one is better.
- Open.



# PART D

## Hands on

### TEXT I

## Advertisement

Steps of deconstructing an advertisement

Step 1: Make observations

Step 2: Determine the purpose of the ad

Step 3: Determine the assumptions the ad makes and the messages it sends

Step 4: Consider the possible consequences of these messages

What sells?

Images that sell:

Visual elements of an advertisement

General Mood: The overall feeling that is conveyed by the ad (a picture may convey a feeling of joy, nostalgia, fun and satisfaction).

**Typeface:** The size, shape, and style of the print used in the ad.

Logo: The sign, symbol, or lettering that stands for the company or the product.

Color Scheme: The colour(s) used in the ad and how they relate to each other.

Light: The brightness of the ad, the contrast between light and dark, and the relationship between them.

Shapes: The shape of the product, the shapes of the other components in the ad, the relationship between them, and what thoughts and feelings are conveyed by the shapes.

Overall **Composition:** The relationship of the above elements to each other and the way(s) in which they are arranged in the ad.

Stories that sell:

Story components in advertisements

Character(s): The “people” in the ad and the personalities they seem to have.

Plot: The event that is shown in the ad itself and the events that you imagine have occurred before, or will occur after, that moment.

Setting: Where and when the scene shown in the ad takes place.

Symbols: An object that stands for something more than itself (spring flowers might be used to associate a soap product with youth).

**Subtext:** A meaning that goes beyond the surface meaning suggested in the ad. (For example, children’s toys may contain a message about violence.)

Needs that sell:

Needs appealed to by advertisers

Need:	Example:
To be physically healthy.	“Take a Vita-plus for a well-balanced diet.”
To be physically attractive.	“Are blemishes interfering with your social life? Be confident with Dermaclear.”
To be free from fear and anxieties.	“Never be lonely again. Call Dial-A-Date.”
To feel good about ourselves.	“Buy Romance Perfume. You deserve it.”
To belong to a group.	“Meet the gang at Mario’s Restaurant – the place where friends gather.
To have status.	“Arrow- the car that says you have made it.”
To be informed.	“The facts are clear – Whiteout cleans 50% better than the most popular detergent.”
To identify with people we admire.	“Sue Supersport uses it, so why not you?”

(418 words)

Word Bank		
typeface	<i>n.</i>	a set of letters and numbers of the same design, used in printing or on a computer 字体
composition	<i>n.</i>	the way that something is formed from separate parts or people 组成，构成
subtext	<i>n.</i>	a true but not directly expressed meaning of something that someone says 潜台词

## PROJECT 1

**Directions:** Please watch two coca cola commercials and fill out the forms below for each one.

Visual Elements Ad Analysis Chart		
	Coca cola US Ad	Coca cola Chinese Ad
General mood	happy, romantic	happy
Typeface	fun, lightness	fun, lightness
Logo	English only	English and Chinese
Color scheme	typical Christmas with red, white and blue	Chinese red, different from Christmas red
Light	not too light	heavily lighted
Shapes	circular as in the snow ball	circular as in the round table
Overall composition		
Story Components Analysis Chart		
	Coca cola US Ad	Coca cola Chinese Ad
Characters	Boss, boy, Santa, girl, dog, friends	Liu Xiang, his mother, happy twins, family members
Plot		
Setting	Imaginary town	Paris and Beijing
Symbols	Santa, snowball	twins
Subtext	People getting together	Family reunion

## PROJECT 2 Newsletter Creation

**Directions:** Please apply the knowledge and skills you've learned from this unit to make a newsletter of your own by following the tips below.  
Open.

## IV. Online Reading Materials

### PART A What Is New Media?

#### Section 1 What Isn't New Media? —I

#### Section 2 New Media=Digital Divide?

#### Section 3 Social Dimenisons

### PART B The Language of Persuasion

#### Section 1 The Language of Persuasion

#### Section 2 Deconstructing Media Messages