

Unit

1

LENGUA INGLESA III

The Newspaper Project

Anglosaxon Newspapers

Anglosaxon Newspapers

Lesson 1: Reading the Press

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Lesson 3: Designing your own Newspaper

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AIMS:

- To read the English Press.
- To analyse the structure & language of Newspapers.
- To see the differences between the *quality* and the *popular* press.
- To notice paralinguistic features.
- To introduce journalese.

- To write Reports.

- To give information.
- To organize & conduct a debate.

METHODOLOGY:

- Task-based approach.
- Lectures, practical workshops.

MATERIALS:

1. Real English Newspapers.
2. Internet
3. Books and films.
4. OHP/LCD and transparencies.
5. Articles

LINGUISTIC CONTENT:

- Journalese and Terminology.

- Introduction to headline language.

- Introduction to uses of passive and emphatic expressions.

TIMING:

- 2 sessions approximately.

PORTFOLIO:

1. Write a report on Broadsheets
2. Write a report on Tabloids.
3. Correct a partner's report on Broadsheets.
4. Correct a partner's report on Tabloids.
5. Send your final drafts to your lecturer through the Campus Virtual.

Lesson 1: Reading the Press. Skimming Newspapers.

Broadsheets and Tabloids.: Layout and organization of Newspapers

Newspapers are special types of discourse that, theoretically, give information in an objective way. However, there are a lot of differences regarding the approach a news report takes about a story depending on the type of newspaper for which it is written. The use of language, photographs, typography also differs. In Britain we can mainly distinguish two types of Newspapers: Tabloids and Broadsheets. But in spite of their differences we can also see similarities. Newspapers use a special terminology called journalese full of hackneyed expressions that sometimes transfer to everyday language. Also their macrostructure and sections are similar and they follow the same distribution rules although the actual layout is different. Another similarity is their discursive purposes: to inform, to persuade and to attract the reader.



Preliminary Activity:

Discussion:

In groups of four or five look at these questions and discuss the possible answers, when finished, report to the class:

1. Have you ever read a British or American newspaper? Which one?
2. How often do you read the British Press?
3. How much do you know about the British Press?
4. How much do you know about the different sections of a newspaper?

NOW REPORT TO THE CLASS

The Newspapers we know are....

We read the British Press....

In my group the majority..... (thinks/think/consider/considers/believe/believes)
that the British Press....

Newspapers usually have the following sections....



Lesson 1: Reading 1

Skim the following article on *Newspapers* to get information.

http://en.wikipedia.org/wiki/British_Newspapers

This article summarizes the main characteristics of two types of British Newspapers: Tabloids and Broadsheets. In the article you can also find information about the most important newspapers in Britain,; their names, nicknames, circulation, popularity, years of publication, etc.

1. Summarize the information
2. Browse for other sources in the Internet. and look for the following Vocabulary:

Vocabulary:	
3-Page girl	
Bias	
Broadsheet	
Circulation	
Conservative	
Coverage	
Crossword	
Crusading articles	
Currently	
Establishment	
Feature	
Formerly	
Gutter press	
Heavies	
Left of centre	
Left-wing	
Liberal party	
News report	
Outsell	
Patronise	
Popular press	
Profile	
Quality press	
Right of centre	
Right-wing	
Scoop	
Serialised fiction	
Tabloid	

TASK 1: After having read articles on British newspapers, please answer the following questions:

1. How many different types of newspapers do the texts mention?

2. Which aspects of the quality press do the texts mention?

3. Which aspects of the popular press does the texts mention?

TASK 2: Read through the articles on Newspapers and find out the following facts:

1. Which is the oldest of the daily qualities?

2. Which newspaper is famous for its daily crossword?

3. Which kind of newspapers has got a wider circulation?

4. Which newspaper is noted for its exceptionally wide and complete coverage of sport?

5. Who is one of the most influential editors in Britain?

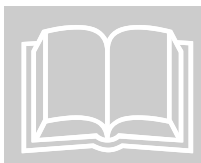
TASK 3: Journalese: Find out the corresponding terms.

Definition	Journalese
<i>Time by which a journalist must complete a story</i>	
<i>Thick black type used for emphasis</i>	
<i>Large-format newspaper</i>	
<i>Self-employed journalist who sells material to various media</i>	
<i>Jocular term for journalist</i>	
<i>Senior journalist in charge of sub-editors</i>	
<i>Leading article expressing publication's opinion</i>	
<i>News in brief- short news item</i>	
<i>Press photographs</i>	
<i>Popular small-format newspaper</i>	
<i>Sub-editor who makes final corrections and cuts on page proofs</i>	

<i>Article, especially news report</i>	
<i>Tabloid's main front-page story</i>	
<i>Article that goes beyond reporting of facts to explain and/or entertain</i>	
<i>Exclusive piece of news</i>	
<i>Line in which the name of the journalist is printed</i>	
<i>Person who works writing news stories for a newspaper</i>	

TASK 4: Give suitable Spanish translations to the following terms used in journalism.

<i>Terms used in journalism</i>	<i>Spanish Translation</i>
<i>To write out, draft, report, couch, etc.</i>	
<i>Press/Media foreign desk</i>	
<i>Press/Media city desk</i>	
<i>Copywriting</i>	
<i>Circulation</i>	
<i>Print-run</i>	
<i>Snapshot</i>	
<i>Comic strip, strip cartoon</i>	
<i>Screamers, banner headlines</i>	
<i>Full-page headlines</i>	



Lesson 1: Reading 2

Newspapers: Skim the samples of real Newspapers you have in your groups. Compare your results in Tabloids and Broadsheets and note down the differences.

TASK 5: THE FRONT PAGE.

1. List the HEADLINES from Broadsheets and Tabloids and discuss the differences
2. List the paralinguistic features that appear on the Front Page: format, pictures, snapshots, colours, etc.
3. Locate the most important piece of information and analyse the way it has been presented





Lesson 1: Newspaper sections

TASK 6: Skim your Newspapers and try to answer the following questions. Then, report to the class.

Now we are going to centre our attention in the macrostructure of the Newspaper, that is to say, on the sections and organization of the information. There are differences between Tabloids and Broadsheets. Look at them, mainly at terminology, and try to give a reason why it is so similar or so different.

1. Do they have any supplements? Which ones?
2. List the sections of the different papers and compare them.

BROADSHEETS	TABLOIDS

3. Note down the number of pages where they appear. Analyse the presentation of the sections. Are they on the right or on the left page? Is there a logical reason for that?

SECTIONS ON THE RIGHT PAGES	SECTIONS ON THE LEFT PAGES

Lesson 1: Homework



TASK 7: Write two reports: one on Broadsheets and another on Tabloids.

A report is a formal document that in a summarized way presents the results of research or investigation. In this case you are asked to summarize all the characteristics we have discussed of about Tabloids and Broadsheets. Follow this Macrostructure:

REPORT



Universitat d'Alacant
Universidad de Alicante

1. TERMS OF REFERENCE

At request of the lecturer of the course “Lengua Inglesa III”, to carry out an analysis on Tabloids and Broadsheets structure and topics.

2. PROCEDURE

- a. Firstly we analysed the Front-Page
 - i. the organization of information
 - ii. the headlines
 - iii. the lay-out
- b. Secondly, the sections
 - i. name of sections
 - ii. presentation
- c. Thirdly, we compared the two types of newspapers
- d. Findings were analysed by the group in a plenary session.

3. FINDINGS

4. CONCLUSION AND RECOMMENDATIONS

NAME:
Research Assistants:

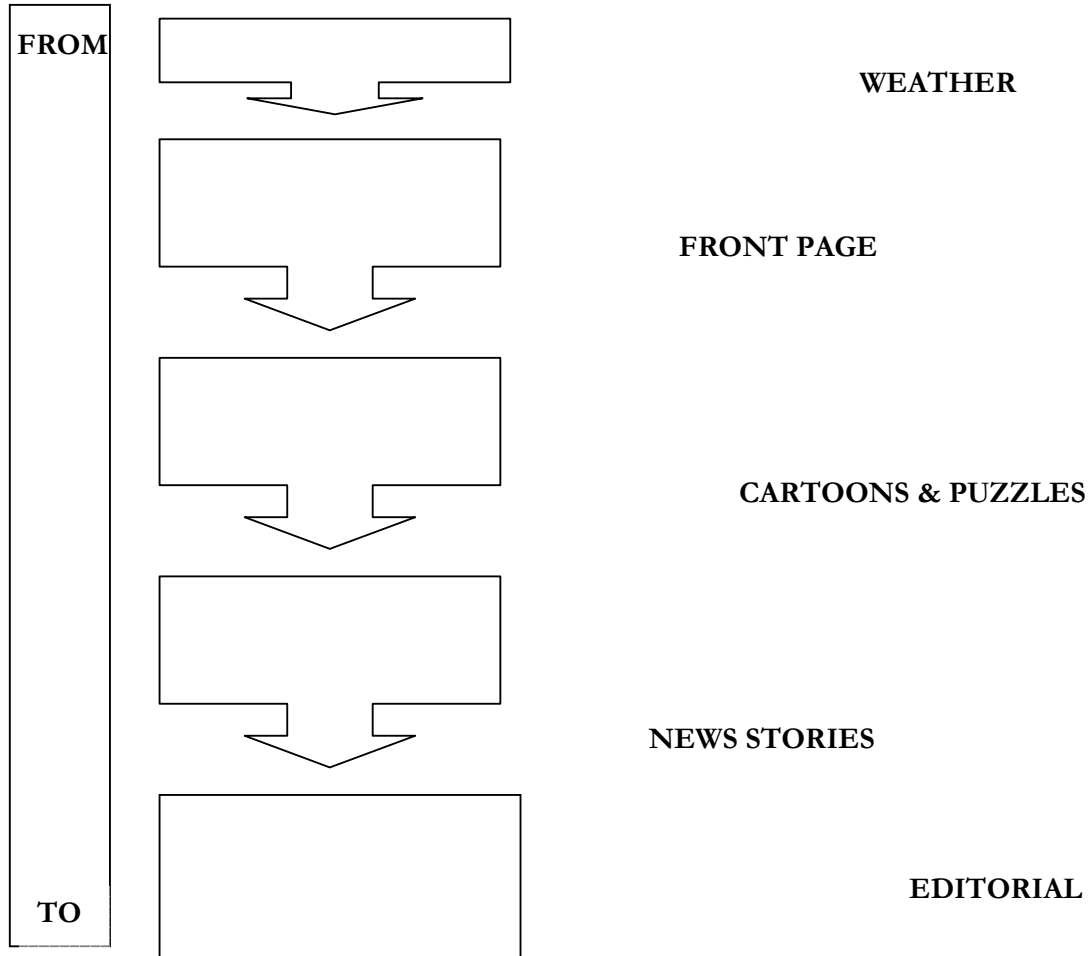
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Lesson 1: Summary

TASK 10: Macrostructure. Fill in the boxes with the appropriate headings and state their functions.

The set of communicative purposes of reviews shape the internal organization of the texts. Re-read the former samples and try to schematise a common macrostructure.



1. Do all Newspapers follow the same macrostructure? Are there important differences depending on the type of Newspaper?



Lesson 0.1: Homework

TASK 11: Notices: Fill in the boxes with the appropriate headings and state their functions.

1. List the types of columns where Notices are inserted.
2. Select a couple of them and analyse their structure.
3. What type of language do they present?
4. Is there an introduction, a middle section and a conclusion?

Lesson 2: Discourse Analysis.

Analysing the Text: language, macrostructure and editing

Discourse Analysis is a linguistic school that stems from the paradigm of Pragmatics and whose interests focus on the analysis of supra-orational elements. Pragmatics, unlike the previous paradigm of Generativism, understands the linguistic phenomena as a whole, that is to say, not only centres its attention on words and syntax but also on the relation of the sentences with their linguistic and extra-linguistic context.

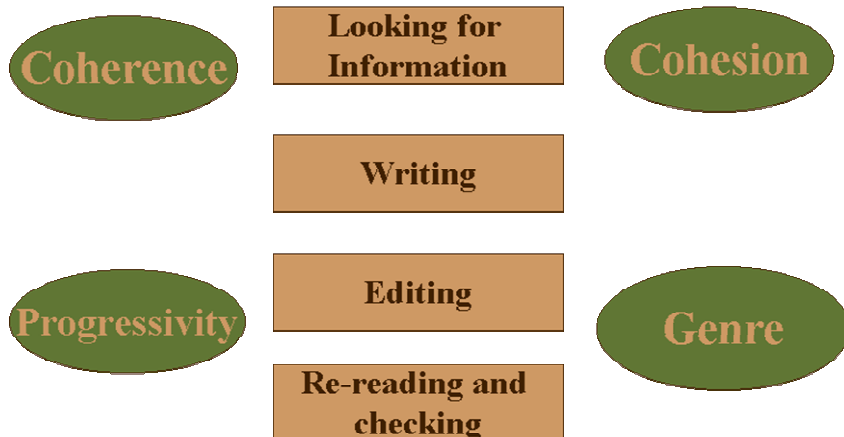
In Pragmatics, the former unit of linguistic analysis, the sentence, has been replaced by the discourse. Analysts prefer the term *discourse to text* as it encompasses not only the *written word* but also paralinguistic features and its relation with extra-linguistic context. The boundaries of linguistic analysis have been broaden and analysts try to investigate into the internal process of text and meaning creation and how communication successes through discourse. From the point of view of didactics these studies have capital importance regarding their approach to discourse construction. In this course we'll try to put into practice some of the advances done in Text Linguistics regarding textual organization design and communication. Mainly, we will follow the work of V. Bhatia (1994) and J. Swales (1990).



Lesson 2: Rules of Thumb

CHECKLIST1: Textuality Conditions

In this graph you can see the main conditions any text or discourse must comply with to be called so. This is something very important for your own writings as you must be conscious of the importance of writing a coherent cohesive progressive text that follows a specific text genre.





Lesson 2: Textuality Conditions.

These are the conditions that all the texts must comply with to be called texts. Therefore, before starting to write we must be careful to follow these conditions if we want to be understood by our readers. For instance, there are pieces of information which, depending on the shared knowledge, should be repeated whereas, others shouldn't even been mentioned.

Coherence

If a text is coherent is because the whole text bears on the same topic.

This condition has to do with the information communicated.

Thus, coherence has to do with topics and subtopics. The writer, then, has to organize the information before starting and avoid taking tangents to what he is saying.

R U L E S

1. Begin with a topic sentence.
2. Your topic sentence will introduce the main point of the paragraph and will be supported by reasons or clarified with examples in the rest of the paragraph.
3. Make sure every sentence in the paragraph bears on the central subject (as exposed in topic sentence).

D A N G E R S

4. Be careful not to write one idea followed by another without any semantic connection between them.
5. If the text is not coherent, the reader will not understand the text, as it will be impossible to follow your ideas.
6. When the text is not coherent, it looks like a list of thoughts. It is not really a text.

EXAMPLE

Topics are highlighted in different colours. Notice how the different topics develop and relate to one another.

NEWS STORY: <http://news.bbc.co.uk/1/hi/uk/72239.stm> Tuesday, March 31, 1998 Published at 17:44 GMT 18:44 UK

Red'uns at the pink'un

The spoof story that fooled the FT

An April Fool spoof successfully fooled one of the UK's most august newspapers - the Financial Times.

Executives at the paper, famous for its pink pages, were left with decidedly red faces after publishing the joke story.

The brewing company Guinness distributed a press release embargoed until April 1 saying Greenwich Mean Time was to be re-named Guinness Mean Time.



Not a pint of Greenwich

The change, along with replacing the pips for Britain's speaking clock with drips (meant to sound like a dripping pint), were part of its sponsorship of the Millennium celebrations.

FT reporters thought the story was so good they broke the embargo, published a day early - and wished they hadn't.

The paper, which coined the advertising slogan "no FT no comment", devoted almost half a page to the story.

But after being told they were victims of a little Irish fun it was the FT which had no comment.

Guinness, delighted at their success, were in forgiving mood.

Spokesman Roy Mantle said: "I suppose they pipped everybody to the post".

"We were very pleased to see that from such an august organ as the Financial Times."

Cohesion

If a text is cohesive is because the ideas inserted in the text are well-connected.

This condition is focused on how the information is presented in the text and how the ideas are related to one another. Thus, cohesion has to do with topics and subtopics but from a syntactic perspective. Writers, then, after having organized the information, have to decide what to say before and after. Of course, in order to do this, they have to use connectors, textual cohesive devices (pronouns, textual synonyms, etc.), similar syntactic structures, and so on.

R U L E S

1. Maintain a consistent point of view; avoid unnecessary changes in person, number or tense within the paragraph.
2. Use transitional words or phrases to organize your writing.
3. Use deictic devices to avoid unnecessary repetitions and to establish connections to other sections of the text (the use of synonyms either textual or pure is a good device)

D A N G E R S

4. Be careful not to write one idea followed by another without any connection between them, either syntactic or semantic.
5. If the text is not cohesive, the readers will not understand the text, as it will be impossible for them to relate one idea with another. Therefore, it will be impossible to follow your discourse.
6. When the text is not cohesive, it looks like a telegram. It is not a text.

T O O L S

Linking words that you can use:

- To indicate **addition**: and, also, in addition, too, first...
- To indicate **contrast**: but, however, yet, in contrast...
- To indicate **comparison**: similarly, likewise...To indicate **summary**: in brief, in short, to sum up...
- To indicate **examples**: for example, for instance...
- To indicate **result**: consequently, therefore, as a result,
- To indicate the **passage of time**: afterwards, at last, immediately, etc.

EXAMPLE

Pure and textual synonyms have been highlighted in different colours, whereas connectors are in bold and tenses underlined.

See how information is repeated throughout the text but in a different way. Things that usually have no relation are connected by the context, or by connectors. Notice that tenses are very important to maintain cohesion.

Red'uns at the pink'un

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If a text is progressive is because it continuously offers new information.

This condition has to do with the addition of information throughout the text. Thus, progressivity has to do with information development. The writer has to give new ideas as the text develops, otherwise there will not be any reason for continuing reading until the end.

R U L E S

1. **Organize your information adequately without forgetting to include it progressively throughout the text .**
2. **In order to do so, writers should have a clear idea of what information they have to give at the beginning, in the middle, and at the end.**
3. **There are different ways of presenting the information:**
 - i. **Logically (definition, comparison, contrast, exemplification, cause-effect)**
 - ii. **Chronologically**
 - iii. **Spatially (east-west, up-down, big-small)**
4. **Text-types often have a specific Macrostructure that will help writers to organize their ideas.**

D A N G E R S

5. **Be careful not to repeat the same information without adding anything new, otherwise your reader will not arrive to the end.**
6. **Be sure to sign-post that your are also giving essential information at the end.**
7. **When the text is not progressive, it looks like a cyclical repetition of the same sentences.**
8. **Avoid vague words for synonyms. Words such as *thing, aspect, get, matter*, etc. are empty. Therefore, it is always advisable to look for more specific synonyms. Use a thesaurus for this.**
9. **Repetition is essential for coherence, as all your ideas should be connected; but that does not mean that you should repeat the same words, the same syntactic structures, the same connectors, etc.**

The Princess and the Pea

Hans Christian Andersen: (Translated by [H. P. Paul](#) (1872).)

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

Genre

A genre is a specific Text Type.

Communicative Purpose is the first decision writers have to make. Then, they have to choose the genre that better matches this purpose.

Macrostructure has to do with the organization of information, the strategies or moves you have to use and, in a way, conditions the microstructure of the text. If a text has an appropriate macrostructure is easily recognizable by their readers as an example of a specific genre/type of text.

Microstructure has to do with the internal organization of language. It deals with the choice of vocabulary, choice of syntax, distribution of sentences in a paragraph.

Thus, apart from the lay-out, a text has to have a specific macro and microstructure to be identified as so. This identification, of course, is easier if the readers are familiarised with the text, that is to say, if they are part of the same discursive community of the writer.

Paralinguistic Features are all the elements that are part of a text but are not linguistic (photos, typography, banners, boxes, specific spatial distribution of text, etc.) and help to classify a discourse as a specific type of text.

RULES

1. Think about your ideas and what is what you want to communicate to your readers
2. Read and get familiarized with the type of text you want to write.
3. Distribute your information adequately following the typical macrostructure of the genre you are writing.
 - a. General → Particular/ Particular → General
 - b. Sequencing (time, order, etc.) / Circular
 - c. Situation → Problem → Response → Evaluation → Response
 - d. Setting → Problem → Response → Solution
 - e. Situation → Cause → Effect
 - f. Statement → Arguments against → Arguments for → Statement
4. Choose the vocabulary according with the type of text you are writing (colloquial, formal, specific, etc.). Choose a suitable tense and suitable syntax (complex, simple, thematized, etc).
5. Organize your sentences in the paragraph:
 - i. Logically (definition, comparison, contrast, exemplification, cause-effect, addition, condition, reason, highlighting, digression)
 - ii. Chronologically (before-after, later-previous, circular)
 - iii. Spatially (east-west, up-down, big-small)
6. Add paralinguistic features.

DANGERS

1. Do not forget the finality of your writing (inform, persuade, etc.)
2. Be careful not to forget sections in your writings (some texts do not have conclusions, for others this is compulsory). An adequate organization gives good coherence and progressivity to your texts.
3. Be sure to use an adequate type of language (vocabulary, syntax, level of formality, etc.)
4. Use paralinguistic features, it is important for the reader to receive also this visual information, that will help them to identify the genre of the discourse.

EXAMPLE

Heading {

Profile of company {

Contact Details {

IS THIS THE BEST JOB IN SPAIN?
We are seeking experienced people to sell Costa Blanca homes to our clients.
The ideal candidate will possess
* Fluency in English and Spanish * Experience in home sales
* Driving licence * Relaxed manner * Honesty and reliability.

We are UK based with considerable success in this field, presently dealing through Spain based agents and now opening a Spanish office.

If you believe in yourself and want to grab this opportunity,
Tel. 00 44 1782 205656 or send CV to fax 00 44 1782 215517.
E-mail cn.harvey@virgin.net
Interviews will be conducted in Spain.

31/08

} **Profile of candidate**

Heading

- a) Bold Type
- b) Big TYPEFACE
- c) Rhetoric question
- d) Positive loaded Language
- e) No Ellipsis
- f) Complete sentence
- g) General and vague words (job & Spain)
- h) COMMUNICATIVE FUNCTION: Introduces the topic sentence: “This is the Best job you can get in Spain”



Lesson 2: Steps for a good composition

CHECKLIST 2: The Process of Writing

Writing is not an easy task for anybody, even in your own native language. Therefore, before beginning the actual task, it is necessary to carefully prepare, organize and design what you are trying to communicate in this writing.

Step 1: Looking for Information

Before starting, it is a good idea to gather information about your topic. Then, you should organize your ideas.

1. PRELIMINARY OUTLINE

Make a full list of ideas, facts, examples, etc. Include only those which you think your reader will be interested in (a **brainstorming** is a good idea). Try to think of the questions your reader would like to ask you.

1. Browse the Internet
2. Read similar genres so you get a gist of the model type of the text.
3. Try to sort out the most interesting ideas about your topic.
4. Think about your ideal readers and what is what they would be interested in.
5. Draw a tree-diagram, a bubble chart or a map of ideas, so you can organize your ideas visually.

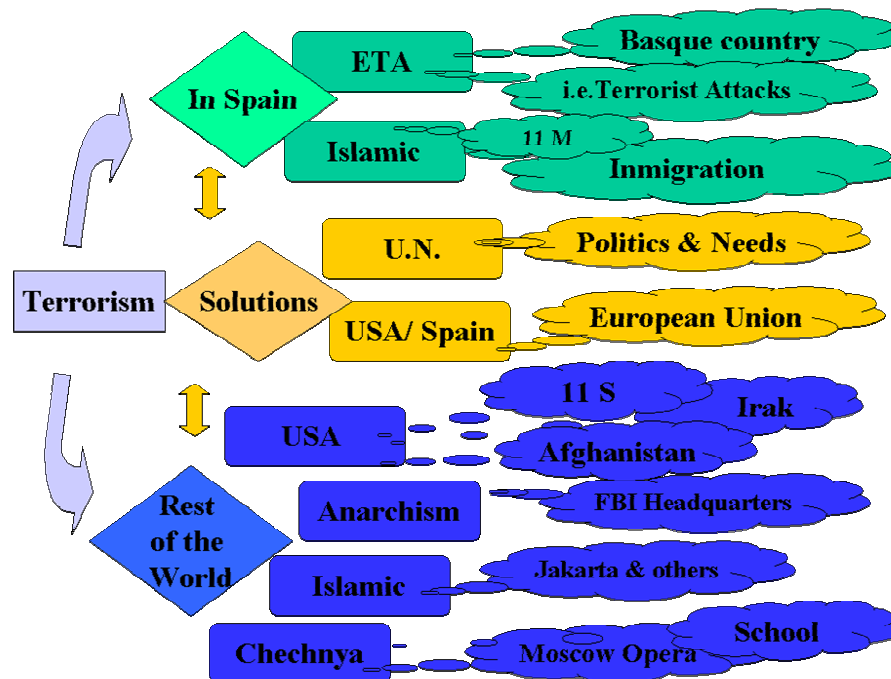


Ilustración 1: Tree Diagram

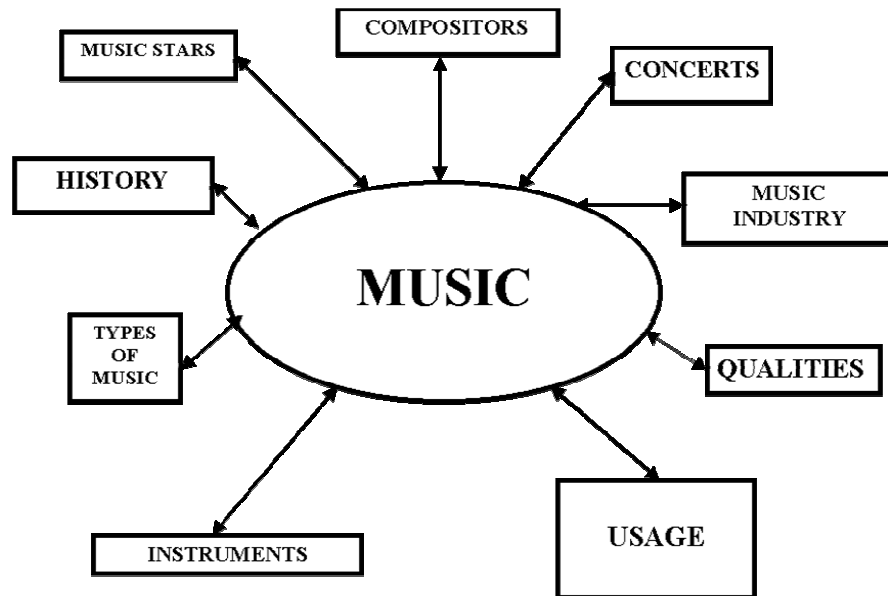


Ilustración 2: Map of Ideas

2. THESIS STATEMENT

Make a thesis statement (one or two sentences) of what you want to say about the subject.

This statement introduces and summarizes the main topic. It is essential that we include a thesis statement from which the rest of the sentences build up.

3. ORGANIZE YOUR OUTLINE.

Organization is capital for effective writing. You should put together all points that go together and are relevant, but do not forget to throw away irrelevant material.

One of the dangers of writing organization is to try to include all the ideas we have thought without considering if they bear to the thesis statement. Do not forget also to comply with text macrostructure.

4. LIMIT THE SUBJECT.

You have to take into account the **time** and the **space** you have.

Excessive sub-topics can make you loose the coherence of the text as too little information can be said of each one. You'd better limit the subject to a couple of ideas that can be well-developed.

Step 2: Writing

Once we know what we want to communicate, we have to start writing.

**5. BEGIN PAPER
FORCEFULLY**

Begin with a topic sentence.

Starting is the most difficult step in the writing process. Therefore, a writer should look for strategies that facilitate the task.

Aim for an **arresting opening**: one that will induce the reader to go on reading. You may start with anecdotes or statements. Do not forget that introductions present the outline of what the reader is going to read so try to summarize your main ideas (topic and sub-topics).

**6. MIDDLE
PARAGRAPHS**

Follow the outline of the genre and develop the microstructure.

Maintain a consistent point of view, use connectors to give different points of view, give emphasis, indicate contrast, comparison, etc. so as to expand your topic and sub-topics in an adequate way.

7. CLOSURE

Signal the end.

You should highlight to the reader that he is coming to the end. Some texts use paralinguistic features for this purpose.

Conclusions usually are presented in short paragraphs. These paragraphs usually summarize the main ideas of your composition, or either, give your personal point of view.

Conclusions are very different depending of the genre and the communicative purposes of the writer, so it is difficult to generalize. Some text types do not present proper conclusions, therefore some authors prefer the word *closure* as this is actually a section of the writing that brings the composition to completion.

Step 3: Editing

Writing is not finished when we arrive to the closure, it is necessary to re-read and correct your work, especially by a third person.

1) RE-READING:

When correcting it is a good idea to follow a method, otherwise we can fail to do a thorough check .

The method must be personal as every person has a different tendency for committing mistakes. Do your own corrections and afterwards ask another person to do it for you.

This an outline of a possible method:

- a) Looking for grammar errors (first of all the basics: third person S, tenses, subjects, etc.).
- b) Looking for lack of coherence.
- c) Looking for lack of cohesion.
- d) Check the progressivity
- e) Check the macrostructure.
- f) Check the introduction and conclusion.
- g) Delete irrelevant material.
- h) Add missing information, or re-state information
- i) Check punctuation.

2) RE-READING RE-CHECKING:

Double and treble-check is worthy.

Once, another person has taken a look to your writings, you should re-read the text, consider the changes and, finally, re-check everything again. Then , the text is ready for your readers.

Lesson 3: Designing our own Newspaper.

Organizing group work

Now that we already have got an idea of what a Newspaper is, it the time to design our own. This Newspaper is going to be published on-line on the web-page of the course. The idea it to work collaboratively and that each person presents two news stories for publication. Once we have all the news reports ready, in groups we will select the best ones to be finally published. But before that, we need to make some decisions on the type of Newspaper we would like.



Lesson 3: Brainstorming

TASK1: Newspaper Genre

Discuss these questions in groups, then report to the class.

1. What type of Newspaper would you like to have? Tabloid or Broadsheet?
2. What type of stories are you going to include?

Task 2: Newspaper Sections

3. What sections would you like to include? List them.
4. Who is going to be in charge of the sections

Task 3: The Name

5. Make a list of suggestions and introduce them through the debate in the Campus Virtual. Then, we will proceed to vote.

Task 4: The Logo

6. Draw suggestions and send them through the Campus Virtual (Debate). Then, we will proceed to vote.

Task 5: The Masthead

7. Which group is interested in writing the Editorial and be the editors of the Newspaper?

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