Fish in Water
The Hidden Influence of Media in Our Lives

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Unit 1

SEEING THE WATER

An Approach to Media
GETTING READY

Check which forms of media you have used in the last week.

☐ television  ☐ movies  ☐ comics
☐ Internet  ☐ advertising  ☐ magazines
☐ radio  ☐ books  ☐ newspapers

Compare your answers with your classmates. Next, read the passage to learn more about different forms of media.

WORD PLAY

Match the words with their meanings.

1 device n.  •  a a place something or someone comes from
2 billboard n.  •  b a piece of electronic equipment
3 consume v.  •  c buy goods or services
4 text v.  •  d a signboard for advertising
5 source n.  •  e a kind of building material
       •  f send a short written electronic message
Most people don’t think about the media, just like most fish don’t think about water. From the moment you wake up to face the world, until you drop into sleep at night, media is all around you. In your room you have printed media: books, magazines, comics, textbooks; you also have a radio and a TV—broadcast media—and devices which let you watch movies, listen to music and play games—entertainment media. The newspaper and morning TV news are produced by the news media. You get ready for work or school with the TV or radio on, only half listening to the advertisements. Advertising media is also on the train, billboards, taxicabs and everywhere you look.

Our society is a media paradise. We’re educated and wealthy, and we love to be entertained. We love to consume. We buy the clothes we see in magazines. We buy the music that we hear on the radio. We are both consumers of products and consumers of media. And although we are affected by the media that surrounds us, we may not notice its influence. We take it for granted. Media is as natural to us as water is to a fish.

We also produce media. We create information and send it out into the world. We text our friends about the movies we like. We write blogs. We keep profiles on social networking sites. We take photos or video and put it on the internet for anyone to see. This creates many new sources of news and entertainment. But how can we manage all this media? We are at risk of getting lost in a sea of information.

The first step towards really understanding media—of seeing the water around us—is to ask two questions. First, who creates the media we consume? Often, creators of media are motivated by profit. Their success depends on whether you watch their program, listen to their music, read their newspaper, see their movie or buy their product. Television programs are created so that you’ll sit through commercials. Even news shows worry about attracting viewers.

Second, how is your view of the world affected by media? Who do you admire? What is success? Who is attractive? The images we receive in the media teach us hidden lessons about how to act, and what our values should

NOTES

1. the media マスメディア、大衆伝播の媒体（新聞、雑誌、放送、インターネットなど）
15. take it for granted 当然のことだと思う
16. as natural to us as water is to a fish 水が魚にとって当然であるように、日常化している
18. keep profiles プロフィールページを持つ
21. at the risk of getting lost 迷う危険性がある
28. sit through がまんして終わりまで見る
be. The heroes in movies (usually not women), the models in commercials (usually very thin), the sports stars and entertainers (rich, clever, sexy, athletic), and the media images of power and money (an expensive car gliding down an empty highway) become our reality.

We need to be media literate, so that media serves us, and not the other way around. We have the power to affect our media world, but we first have to understand it. We need to be smart fish that not only live in water, but understand it and use it well.

**NOTES**

37 be media literate メディアを読み解くことができる
not the other way around 逆ではなく
39 smart fish 賢い魚（ここでは賢い視聴者のことを指す）

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**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. "Most fish don’t think about water” implies that many people
   a. are too busy to think about the media.
   b. are satisfied with the choices the media gives us.
   c. are indifferent toward the vital role the media plays in our life.
   d. don’t pay attention to the media as it is part of their daily routine.

2. The phrase “seeing the water” found in the passage means
   a. to see the dishonest part of the media.
   b. to become more aware of the media.
   c. to spend more time experiencing the media.
   d. to see how the media flows.

3. According to the passage, our view of the world is affected by media. This means that the media
   a. prevents us from seeing reality.
   b. forces us to think about things in a certain way.
   c. tricks us into believing things which aren’t real.
   d. gives us images about how we should live our lives.

4. According to the passage, the creators of media
   a. watch the new trends of popular culture.
   b. are primarily concerned with making money.
   c. offer us only fantasy.
   d. spend too much money on TV commercials.
The passage concludes that
a. the media is a threat to society.
b. we have little power to change the media.
c. we are exposed to too much media.
d. we should try not to let the media control us.

ACTIVITY

Become aware of how you use the media. Complete the sentences by choosing the most appropriate answer.

1. The media I use most to relax is:
2. The media which influences me most is:
3. The media which I waste the most time on is:
4. The media which benefits society most is:
5. The media which benefits society least is:

   a. television  b. Internet  c. radio
d. movies      e. advertising  f. books
g. comics       h. magazines  i. newspapers

Compare your answers with your classmates.

DISCUSSION

Are you satisfied with the media? What would you change if you could?

For example: Fewer commercials on TV, less violent movies...
GETTING READY

Do you think the media in Japan has too much freedom? Too little? Circle your answer and compare your opinions with your classmates. Then read the passage for more information.

WORD PLAY

Match the words with their meanings.

1 function v. • a bad treatment
2 complicated adj. • b work in the correct way
3 regulate v. • c making someone feel shy
4 criticism n. • d made of many parts
5 embarrassing adj. • e finding faults
   • f control
Whose Media?
Media Around the World

Many people don't realize how much they depend on the media. Do you need to take an umbrella today? Check the weather report. What's happening in the government? Read a newspaper. What's on sale? Check out advertisements. What are your friends doing? Check their online profiles. To function in today's society, you need lots of information from lots of sources—many different forms of media.

Traditionally, much of the information we consumed was produced by a relatively small number of people. Newspapers, books, movies, radio and television were controlled by a limited number of companies. This made it easier for a few people to control what you read and saw. But this is changing. We are now living in an information age, in which Internet and communication technology provides us with a nearly limitless amount of information.

In this complicated media environment, it's important that we ask ourselves where the information we consume comes from. We also must understand how governments regulate media, both formally and informally. For example, they may put pressure on media not to be critical of government policy. By world standards, the Japanese media is fairly open. Individuals and media have the right to free expression, including criticism of the government. But there are many places where this is not true.

Perhaps the most tightly controlled images in Japanese media are of the emperor and the imperial family. When compared to places like the United Kingdom, where tabloids splash sensational gossip and embarrassing photographs of royalty on front pages, Japanese news, broadcast, and printed media avoid mention of the imperial family that could be interpreted as negative. This is not enforced legally, but rather as an unspoken taboo—a kind of self-regulation by the mainstream media.

Other forms of media are controlled as well. Printed media in Japan is controlled by industry and the government, for example. They control the retail pricing of books. The government effectively controls the content of public school textbooks, and television and radio broadcast licenses are tightly restricted in Japan so that Tokyo, a city of 13 million people, is served by only a handful of radio stations.

Advertising things like cigarettes and liquor is restricted in many countries. Japan restricts cigarette commercials on TV. Also, advertisers are

NOTES
22 tabloid 夕刊紙、スポーツ新聞のようなセンセーショナリズム中心のタブロイド新聞
25 splash sensational gossip 興味本位のゴシップを派手に書きたてる
28 the retail pricing of books 本の小売価格
required to provide warnings or detailed information about products. Cigarette packages in Japan warn about the dangers of smoking, such as lung cancer. Controls like this help protect consumers from themselves.

Each society needs to balance the power of media with the power of government and business, and many people disagree on the proper role for media to play in Japan. However, everyone needs to understand the power of media to affect society, and of government to control media. As citizens in the information age, we need to take part in the debate about media freedom.

NOTES 42 take part in  参加する

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1. According to the passage, many people don’t realize
   a. how much they rely on media.
   b. how often they shop online.
   c. that they are influenced by advertising.
   d. how much time they spend being entertained.

2. The passage states that the information age
   a. is the key to make you a better person.
   b. has too much information.
   c. has helped people make their own media companies.
   d. has changed the way people consume media.

3. The passage states that by world standards,
   a. the Japanese government controls the media very strictly.
   b. the Japanese media is allowed to say what it wants.
   c. the Japanese media doesn’t allow enough privacy.
   d. Japanese society is controlled by the media.

4. The passage reports that an example of media self-regulation is
   a. the restriction of newspaper vending machines in Tokyo.
   b. control of the content of university textbooks.
   c. a lack of alcoholic beverage commercials on TV.
   d. a lack of criticism of the imperial family.
The passage concludes that in general
a society needs to discuss more the best role for the media.
b the Japanese media is too tightly controlled.
c a controlled media is the biggest threat to society.
d the media in Japan needs more power to influence society.

**ACTIVITY**

What is your attitude about freedom of information in the media?
Circle your answers

A The government should control public school textbooks.

B The media should give celebrities more privacy.

C The government should put more restrictions on sex and violence on TV.

Compare your answers with your classmates.

**DISCUSSION**

Give your reasons for your answers. Discuss the dangers and benefits of media freedom and control.
GETTING READY

Which of these media do you use most in your daily lives?

A Internet
B newspaper
C books
D television
E radio

Compare your answers with your classmates. Which one emerged in world history first? Put them in the right order.

WORD PLAY

Match the words with their meanings.

1 gossip v.
2 store v.
3 invention n.
4 potent adj.
5 chat v.

- a go to a supermarket
- b talk in a friendly informal way
- c keep something to use later
- d making something that didn’t exist before
- e talk about other people’s lives
- f influential
The Social Media Revolution
Changing How We Interact

People are social animals. We gossip, make plans, report on our activities, teach others and so on. This everyday interaction is so natural to us that we easily forget how special it is. While other animals also communicate, only humans use language, which they use to form communities and communicate complex thoughts. This ability has allowed us to adapt to diverse environments all over the world.

In the past, we had only our voices to use when communicating with language. Around five thousand years ago, however, a new technology—writing—changed that. With writing, we were able to store much more information. Writing allowed us to create more complex societies. We were able to learn from others even if they lived far away or had lived long before us.

In the last 100 years, written media (books, newspapers, etc.) have been joined by broadcast media, such as radio and television. This new technology allowed messages to be sent instantly to thousands or millions of other people. Broadcast media started turning the world into a global village by connecting the lives of people from faraway places.

These days, there is another communication revolution taking place. It may change our lives as much as the invention of these other technologies. This revolution is the spread of social media.

Social media refers to Internet-based tools designed for the easy sharing of information between many different people. One common form of social media is the blog, a form of diary that is shared with friends, family, or strangers. Blogs help information spread quickly and can have enormous power—they can even be a potent force in journalism and politics. Bloggers can report quickly on important stories and share information that broadcast media might never learn about.

Another form of social media is the micro-blog (for example, Twitter). Microblogs act as a virtual meeting place to exchange information—like a village well where people get together with their neighbors. Comments made on microblogs are a form of chatting. And when thousands of comments are passed back and forth, they give a community of people a whole new way of getting to know each other.
Social networking websites (for example Facebook and Mixi) are another common form of social media. They are often organized much like a scrapbook or photo album. Yet instead of pasting information and photos together to share with just a few friends, people can now update information with ease and respond immediately to small changes in the profiles of people you are connected to. You can upload photos, chat in real-time or send and receive messages. You can also form a group that has a shared interest or beliefs. And all of this is done in cyberspace. Once again, a technology is changing the way we relate to each other and share information.

In the past, people usually interacted with a limited number of people. Now, social media is bringing us into contact with much larger communities. This is already having a big impact on our daily lives and on the world we live in.

NOTES 32 Facebook 世界最大のソーシャルネットワーキングサービス。7億5千万人を超えるユーザーを
持つ (2011年7月現在) 2004年にハーバード大学の学生が学生同士の交流を広げるために創業した
Mixi 日本最大規模 (2009年12月現在) のソーシャルネットワーキングサービス。2004年2月
にサービスを開始
34 pasting 保存した文字や画像のデータを貼り付ける、ペーストする
38 cyberspace コンピューターのネットワーク上に作られた仮想的な空間、電脳空間

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1 According to the passage, the difference between animal and human communication is that
   a. animal communication is very simple.
   b. only humans use language to communicate.
   c. only humans need to communicate to survive.
   d. human communication is one-to-one.

2 According to the passage, broadcast media impacted society by
   a. allowing families to stay in touch with each other.
   b. making people read less.
   c. making the world a more fair place.
   d. creating a sense of global community.

3 According to the passage, social media refers to
   a. the difficulty of creating close relationships using the Internet.
   b. using the Internet to easily share information.
   c. the fact that many people like to talk about computers.
   d. how people use computers to get new ideas.
4. According to the passage, an advantage bloggers have when reporting the news is that
a. they can report news quickly.
b. they use broadcast media.
c. they use word-of-mouth.
d. they are employed by large media companies.

5. The passage describes a micro-blog as a
a. form of broadcasting.
b. kind of game.
c. place for people to complain.
d. space to gather and share information.

ACTIVITY

How much of the following do you use to keep in touch with your friends?

<table>
<thead>
<tr>
<th>Method</th>
<th>a little</th>
<th>somewhat</th>
<th>a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>A text messaging</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(cell phone)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B e-mail</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(computer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C blog</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>D Twitter</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>E social network website</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(e.g. Facebook, Mixi)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates.

DISCUSSION

Why do you or don’t you use the social media mentioned above? Explain their advantages and disadvantages.
GETTING READY

How much do you depend on technology to stay in touch? Check the method you use the most (M) and least (L):

<table>
<thead>
<tr>
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<th>face to face</th>
<th>phone</th>
<th>virtual (text message, e-mail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>close friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classmates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workmates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates. Read the passage to learn about relationships based on social media.

WORD PLAY

Match the words with their meanings.

1. collaboration n. • a. someone with very strong political or religious opinions
2. individualism n. • b. treating all rivals equally; giving a fair opinion
3. encyclopedia n. • c. working together with someone to produce something
4. impartial adj. • d. an excited spectator
5. extremist n. • e. a belief in independence and depending on oneself
6. books/CDs, containing facts about many different subjects
Collaboration and Social Media
The Age of Networked Individualism

Some say that social media and information technology separates people. We often sit in front of a computer alone and may spend a lot of time in virtual worlds. Yet while this may decrease the kind of face-to-face interaction we get at school or in the workplace, social media has created an opportunity for a new kind of collaboration and cooperation.

Communities based on social media often form around a particular topic or interest, rather than location. Distance doesn’t matter. For example, a Japanese student and a Korean office-worker may exchange information online in English about their shared love of hip hop, or pandas. And if you write a blog, you will attract others with similar interests and points of view.

We call interaction and collaboration based on shared goals and interests networked individualism. Each individual brings his or her own interests and talents to an online community. And because these communities are networked—everyone is connected to everyone—they are very flexible and open, and can bring many people together for a single purpose.

One powerful example of networked individualism involves wikis. Wikis are collaborative websites that allow users to create and edit content. Visitors to the site can be both users and creators.

Perhaps the best known wiki-based site is Wikipedia. It started in 2001 as a way to help create an online encyclopedia. At the time, it was assumed that creating an encyclopedia on the Internet would require organizing a group of experts to write articles. Yet this method was expensive and slow. The creators of Wikipedia found it much more effective to let anyone add content. This motivated millions of people to contribute.

Of course, such an open system has dangers. Some people may make mistakes or add false information. But wikis rely on other users to notice and correct problems as they come up. This creates a cycle of constantly changing updates which builds knowledge and improves quality. Projects like Wikipedia aim to store as much impartial information as possible for as many people as possible.

The collaboration made possible by networked individualism is powerful. People all over the world create communities dedicated to almost any

NOTES
7 distance doesn’t matter 距離は問題ではない
20 it was assumed that ... (訳出はないが)...と思われた
32 dedicated to 〜の（目的の）ために

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topic imaginable. Collectors, sports fans, historians, artists... anyone can find others that share their interests. And of course popular topics—such as famous people or cute animals—generate huge communities.

However, the communities created with networked individualism don’t always have positive motives. Violent political extremists, computer hackers, and groups motivated by prejudice also use social media to accomplish their goals. Sites dedicated to online gambling and online pornography attract many people and generate big profits as well.

Despite these problems, networked individualism gives people everywhere a powerful tool of collaboration. And it gives each of us the responsibility to use this power in positive ways. In the end, it’s true that we may have less face-to-face communication, but we certainly aren’t alone.

NOTES  36 don’t always have positive motives 必ずしも健全な動機にとどまらずものではない

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1 The passage says that users of Social Media can attract other people
   a by spending a lot of time in a virtual world.
   b by joining in an online discussion.
   c by writing an article in an online magazine.
   d by writing a blog.

2 According to the passage, Networked Individualism
   a is a new idea.
   b helps people to stay separate from each other.
   c is a great way to find friends in your neighborhood.
   d involves interaction and collaboration on shared goals.

3 The passage says a wiki website allows users to
   a create and edit content.
   b rate content.
   c link to other content.
   d collaborate on a project.
4 According to the passage, Wikipedia can keep its content accurate by
   a paying users to read and check new content.
   b asking for content only from trusted sources.
   c relying on users to notice and correct problems.
   d limiting user access.

5 According to the passage, a danger of networked individualism is that
   a people don’t know others in the community.
   b communities sometimes have bad intentions.
   c people are too easily controlled by the government.
   d Nobody knows anyone very well.

ACTIVITY

Draw lines to show how you exchange information about these topics. Explain your answer to your classmates.

1 movies   •   2 celebrities   •   3 sports   •   4 fashion   •   5 food   •   6 blogs
   •   •   •   •
   • a web searches
   • b online chatting
   • c social media (Mixi, etc.)
   • d attending an event (lecture, meeting)
   • e talking to friends

DISCUSSION

What are the advantages and disadvantages of online interaction? Do you miss face-to-face interaction? What online communities are you a part of?
GETTING READY

How often do you use these creative media? Mark your answers.

A writing
B drawing pictures
C taking photos
D making video
E blogging
F others

Compare your answers with your classmates. Read the passage to learn how social media helps people be creative.

WORD PLAY

Match the words with their meanings.

1 article n.   2 transfer v.   3 interpreter n.   4 compete v.   5 expressly adv.
6 someone who orally translates one language to another
7 completely, totally
8 emotionally
9 writing about a subject in a magazine or newspaper
10 trying to be more successful than each other
11 change from one place to another
Social Media and Creativity
Connecting to a Wider Audience

To be creative, you need not only a creative spirit, but a medium through
which to express yourself. If you are a writer, you may use words written
on paper; if you are an artist, you may use brushes and paint. These tra-
ditional media have been tools of creativity for a long, long time.

Information technology, however, has given people in virtual commu-
nities many new ways to be creative. One reason is that social media gives
people an easy way to connect to a wider audience. Another reason is that
new technology allows us to use and combine many new forms of creative
expression. To understand this, we need to understand the creative power of
multimedia.

Multimedia refers to mixing and connecting different forms of media.
For example, a magazine publisher may publish not only a paper magazine,
but also have a website which gives access to articles, photos, video, music,
related web links, message boards, and so on. These elements are often com-
combined and connected, such as photos with text, interactive graphics, or links
to related sites. Visitors can then navigate among these different elements in
their own way.

How are all of these elements joined together? Hypertext Markup
Language (HTML) is the computer language which tells that the Internet
how to layout a webpage. This allows web pages to look mostly the same for
everyone. Hypertext Transfer Protocol (HTTP) is a set of rules for transferr-
ing information between different computers, just like an interpreter helps
two people who don’t speak the same language. This allows web links to
work on any computer.

All of this flexibility means more content—which changes very quickly!
Web pages are constantly updated then shared freely and instantly through
social media. In fact, there are so many things competing for our attention
that some refer to this as the Attention Age. When you put something on the
Internet, you are competing with many other people to get others to notice.
One big source of creative new content on the internet is file sharing. File
sharing means making files available to others, often by uploading them.
You might upload pictures of your recent vacation, or upload a video onto
a website such as YouTube. You might record a song and make it available
for others to download.

NOTES
14 message boards インターネットの掲示板
15 interactive graphics 対話型グラフィックス
16 navigate （ウェブサイトを）見て回る
in their own way 自分なりに、自分のやり方で
One problem with multimedia and file sharing is that the ownership of intellectual property is not always respected. Some people think that anything they find on the Internet is free to use in any way they like. This isn’t true. It can be illegal, for example, to do file sharing of things like songs and movies. Unless the creator expressly gives up his or her rights, the content you find on the Internet is protected by copyright.

It’s easy, though, to respect the rights of others and still use multimedia and social media to express your creativity. The only limit is your imagination!

---

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. According to the passage, social media encourages creativity by helping people
   a. meet musicians and artists.
   b. easily find an audience for their work.
   c. become aware of new trends.
   d. attend online classes.

2. According to the text, HTTP
   a. allows people to make phone calls on the internet.
   b. allows different computers to share information with each other.
   c. translates the Internet into different languages.
   d. tells the computer how to layout a webpage.

3. The Attention Age refers to
   a. the age that children start to be interested in computers.
   b. the fact that most people have computers nowadays.
   c. the competition among content providers to attract attention.
   d. people thinking more quickly than they did in the past.

4. File sharing refers to
   a. using the internet to work on projects together.
   b. talking about personal things on social network sites.
   c. giving feedback to websites on their content.
   d. uploading songs, photos, etc. for others to use.
According to the passage, one problem with multimedia and file sharing is that
a) most people don’t know about it.
b) it is a lot of trouble to do.
c) files are too big to be uploaded easily.
d) intellectual property is sometimes used illegally.

ACTIVITY

Creative sharing! Which of the following have you ever done?

A) downloading the latest songs
B) downloading electronic books
C) downloading videos
   (e.g., from YouTube)
D) uploading a video you shot
E) uploading pictures
F) uploading to a blog

I’ve done it. I’d like to try it. I’m not interested.

DISCUSSION

Some people download creative content illegally. What do you think about that? How would you feel if someone illegally used the creative content that you put online?
GETTING READY

How do you use the internet when you shop? Do you...

- compare prices online?
- get directions to a store?
- look for discounts?
- buy music online?
- buy books online?
- buy clothing online?

Compare your answers with your classmates. Read the passage to learn about social media and business.

WORD PLAY

Match the words with their meanings.

1. evolve \( v. \)  • a. change  
2. suited \( adj. \)  • b. victorious  
3. switch \( v. \)  • c. appropriate for a particular person, purpose, or situation  
4. submit \( v. \)  • d. change gradually over a long period or time  
5. win-win \( adj. \)  • e. present document such as a proposal  
   • f. each party benefits in some way
Have you ever bought something and then written a review of that product online? Many people do. And many consumers look at such reviews before buying. Naturally, companies that make products also pay a lot of attention to what customers are saying. Learning what they like and dislike allows them to improve what they make—and sell more.

This is one small example of the impact that social media has on business. In the pre-Internet age, information about what people thought about a product was hard to get. It was difficult to quickly adapt to customer needs. With social media—Twitter, blog posts, social networking sites—businesses can get instant feedback. This helps them stay ahead of the competition.

This process is called user innovation. It is similar to Darwin’s theory of evolution. Creatures evolve by adapting to their environment, and over time become more and more suited to their job of survival. In the same way, businesses and products these days evolve and change in response to their commercial environment. Those that don’t risk going extinct!

The cell phone is a good example of innovation through small changes over time. Producers make small changes based on customer feedback regarding features, function and design. The manufacturer knows that if it fails to respond to customers’ desires, they will switch to competing products.

Businesses also take advantage of social media by crowdsourcing. Crowdsourcing involves inviting people to participate in an open project to solve a problem, design something, create a product, and so on. Those who participate often aren’t paid. One of the first, pre-internet examples of crowdsourcing was the Oxford English Dictionary. The publisher invited people to submit examples of how words are used. This information was collected and used to create perhaps the most detailed dictionary ever.

Another example of crowdsourcing is when end-users invent software applications for popular devices, such as the iPhone. Products such as this may have thousands of applications to choose from, most of which are not made by the company. This creates a win-win situation: The creator of the application can make money from people that use the application, and the company that makes the product can offer interesting applications on their device, and thus attract more customers.

NOTES
10 stay ahead of the competition 競争相手より優位な立場に立つ
15 Those that don’t risk going extinct！進化し変化しないものは絶滅の危機にさらされる
20 take advantage of ～～を利用する
As businesses reach out to a wider range of customers, they often customize and personalize their products. This is sometimes called long tail marketing, in which you sell a large number of unique items in small quantities. An example of this is self-published books. The author pays a small fee and the publisher sells the book online. Books are only printed when they are ordered. The publisher sells only a few copies of each book, but it offers books from thousands of different authors.

These days, many, many businesses depend on information technology and social media. It's changing the way we live, and the way we do business!

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. Giving online feedback about products is an example of
   a. using technology to get better prices.
   b. protecting ourselves against dishonest businesses.
   c. how social media influences business.
   d. the influence of technology on decision making.

2. According to the passage, user innovation
   a. should not be compared to Darwin's theory of evolution.
   b. helps companies get instant feedback about their products.
   c. makes it harder for companies to improve their products.
   d. means asking product users to work for the company.

3. According to the text, crowdsourcing involves projects in which companies pay crowds of people for
   a. opinions.
   b. open projects that people can freely join.
   c. using social media to make a lot of friends.
   d. feedback on a product.

4. According to the text, end-users creating software applications for products such as the iPhone
   a. is a good example of a win-win situation.
   b. helps companies to develop new markets.
   c. is not a true form of crowdsourcing.
   d. makes it easier for companies to get information from their customers.
According to the passage, long tail marketing
a is especially designed for the book-selling market.
b is a good way to sell a large volume of a product at a low price.
c allows companies to sell the same products far into the future.
d is a good way to sell large amounts of unique items in small quantities.

ACTIVITY

Evolving technology: Some product technology changes faster than others. How much change have you seen in the technology of these different kinds of products?

<table>
<thead>
<tr>
<th>Product</th>
<th>No change</th>
<th>Some change</th>
<th>A lot of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>music players</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cell phones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>washing machines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rice cookers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>computers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>televisions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISCUSSION

GETTING READY

How often do you play video games?

What is the first video game you remember as a child? What kind of video games do you like? Compare your answers with your classmates. Read the passage to learn about video games and virtual reality.

WORD PLAY

Match the words with their meanings.

1 virtual adj. • a set plans to achieve something
2 explore v. • b travel around an unknown area in order to learn something
3 strategize v. • c valuable, priceless
4 identify v. • d associate oneself with a group
5 shallow adj. • e existing on computers—not in the physical world
• f not showing any serious thought
More Than a Game
From Pong to Online Worlds

In 1972, Nolan Bushnell and Ted Dabney released the first commercially successful video game—Pong. It was an arcade game based on ping pong, with two paddles that hit a ball back and forth across a table. It was simple, but Pong started a boom in video games that never stopped. Today, video game sales are worth billions of dollars a year worldwide. These days, people play games on their home computer, or use specialized video-game systems such as PlayStation, Xbox or Wii. Others play games on hand-held consoles, cell phones and other portable devices such as the iPad.

Video games are exciting by themselves, but they become an even more powerful experiences when players play online. Online games are accessed through the Internet, which allows players to compete against each other in real time. This has led to games in which players participate in a computer-based reality—a virtual world designed by the game creators.

The most highly developed virtual worlds are found in massively multiplayer online role-playing games. In these games, thousands of players are online at the same time, creating huge virtual communities. Players control a character—known as an *Avatar*—that represents them in that world. In adventure games, like *World of Warcraft*, they may assume the role of a fantasy hero. In some games, such as *Second Life*, they do more ordinary things, such as explore, socialize, make things or simply go shopping.

It's a bit misleading to simply call this experience “playing a game.” These virtual worlds contain true communities. Players get to know each other, strategize, socialize, coordinate activities, follow etiquette... the things that human communities do everywhere. Players often strongly identify with their characters and form strong connections with others.

The virtual worlds of online gaming have a lot in common with social media. Users have an online identity, which they experience as their real self. Participating in a virtual world—whether through a social media site or an online gaming world—creates a new form of self. We may have two distinct lives—one online and another offline. This raises many questions.

Are our relationships with others becoming more shallow because we spend time in virtual worlds? Is stealing something in a virtual world the...
same as stealing it in a physical world? Is it okay to lie about your age or weight on a social networking site? Are people less polite when interacting online because they are protected by anonymity? Do people use online worlds as an escape from reality?

These are questions that our society, and anyone who participates in these virtual worlds, must struggle with as we try to understand the changes to human communities by technology and social media. Living part of our life in a virtual reality is much more than a game.

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The passage indicates that online video games are exciting because
   a. game technology is so interesting.
   b. players don’t have to compete against real people.
   c. players compete against each other in real time.
   d. game creators understand young people.

2. According to the passage, an Avatar
   a. is a character that the player controls.
   b. must be defeated to win the game.
   c. is a kind of video game.
   d. is the name of a popular online game.

3. According to the text, players in virtual worlds
   a. are not in real communities.
   b. do not get to know each other.
   c. interact and form true communities.
   d. often have trouble getting along with each other.

4. According to the passage, online gaming is similar to social media because it
   a. helps people relax.
   b. allows people to escape from reality.
   c. prevents people from meeting in real life.
   d. involves people creating an online identity.
According to the passage, living part of one's life in virtual reality
a. is damaging society.
b. will probably go out of fashion.
c. is more than just a game.
d. is just a form of entertainment.

ACTIVITY

How do you feel about spending time in a virtual reality? Answer the questions.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>sometimes</th>
<th>no way!</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Do you play online video games?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Do you feel more free online than offline?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Are you comfortable interacting with strangers online?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Is spending a lot of time in virtual worlds unhealthy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Do you enjoy creating a different self online?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISCUSSION

Use the questions above to ask your classmates about their attitudes towards virtual reality.
GETTING READY

Have you ever signed a contract before? Mark Y (yes) or N (no).

[ ] When renting an apartment.
[ ] When getting a loan.
[ ] When getting a credit card.
[ ] When getting a cell phone.
[ ] When getting a job.

Compare your answers with your classmates. Next, read the passage to learn more about other forms of contract.

WORD PLAY

Match the words with their meanings.

1. contract n. • a. examine, understand
2. abuse v. • b. a ruler with total power
3. authority n. • c. the power to give orders or make decisions
4. analyze v. • d. write down what someone says
5. dictator n. • e. use for a bad purpose

• f. a written or spoken agreement
The Social Contract
Governments and the People

When companies agree to do business with each other, they often use contracts to make clear what each can expect of the other. In society, we also have expectations about what rights and responsibilities we have. This is sometimes called a social contract. It includes our expectations about the roles of citizens and the government. Individuals agree, for example, that the government should create laws, in order to have a peaceful orderly society.

The social contract requires trust. People trust the government to not abuse its authority, and we trust other citizens to be honest and follow social rules. The media plays an important role in maintaining the social contract. News media, for example, keeps the government honest by reporting what it’s doing. And these days, social media and the Internet are changing the social contract in many parts of the world. It does this in three ways. It helps people 1) create communities, 2) monitor society and government, and 3) analyze information about what’s happening in the world.

Some governments abuse their powers. But now people can use social media to create opposition groups, organize demonstrations, or spread the news of government abuse. They are creating communities by connecting with others who have similar concerns. This allows them to fight to change the social contract.

The word monitor means to watch over or guard. Social media can be used both by citizens and governments to guard the power that they have. Citizens of democratic countries share information which helps them keep the government honest. In countries that abuse the social contract, however, a dictator may try to control the information that people have access to, or use information technology to monitor citizens. Websites that provide information to opponents of the government may be blocked. In some places, if you make anti-government statements online, you can be arrested.

Analyzing the information we find online is also important in maintaining the social contract. Nowadays, some companies (for example Sysomos and Attensity Government Systems) analyze what is written online and then

NOTES
7   peaceful orderly society 平和な秩序ある社会
14   to monitor society and government 社会と政府を監視する
17   opposition groups 政府に反対する集団
organize demonstrations デモを組織する
27   opponents 敵対者
be blocked 遮断される
28   make anti-government statement online オンラインで反政府声明を出す
show large companies (IBM, Shell) and government organizations (for example the CIA) the general mood of the public. They can also find out which people write what type of comments. This is helpful if it can protect the public from those wishing to do harm to society. However, this could also help a dictatorship control society.

Right now, people have greater ability than ever before to see what fashion is popular, which shop has items at a discount, or stay in touch with friends on a social networking website. But as citizens, we need to go a step beyond this. We need to use the Internet and social media to better understand our society and prevent abuse of the social contract. It shouldn't be just big business and governments that use social media to protect power.

NOTES

33 CIA (Central Intelligence Agency) （米国）中央情報局
34 the general mood of the public 一般の人達の全体的な雰囲気
35 do harm to society 社会に害をもたらす
36 a dictatorship 独裁政治
37 go a step beyond ～を超えて一歩先を行く

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1. In general, a social contract
   a makes clear what one business can expect of another.
   b creates the ability to have a society where businesses can be successful.
   c includes hopes about the roles of the public and elected officials.
   d gives citizens the right to make agreements with one another.

2. According to the passage,
   a the media should play an important part in controlling the Internet.
   b social media and the Internet prevent bad governments.
   c the news media always honestly reports what is happening in society.
   d the new media helps people to check what is happening in their society.

3. According to the passage, some governments are able to
   a arrest people who make online anti-government statements.
   b share information which helps them keep the people honest.
   c block public access to libraries and places of worship.
   d keep a close watch on where people gather.
4 According to the text, analyzing online texts is important because
a it helps maintain the social contract.
b it shows exactly what people are thinking.
c it is important for society to know which types of people write which comments.
d it can help a dictatorship make society better.

5 According to the passage, people
a have the right to see what fashion is popular.
b need to step beyond the social contract.
c have greater social mobility than in the past.
d should make better use of social media to protect democracy.

ACTIVITY
Are you a good citizen? How do you participate in the social contract of your country? Do you . . .

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>sometimes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>vote in elections?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do volunteer work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss politics?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow the news?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pay into the retirement system?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISCUSSION
What do we need to do to be good citizens? Ask your partner the questions in the previous activity? Add your own ideas.
THE BUSINESS OF MEDIA
Looking Beyond the Illusion
**GETTING READY**

How much money do you spend every month on the items below? Fill out the chart.

<table>
<thead>
<tr>
<th></th>
<th>amount</th>
<th></th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>movies</td>
<td></td>
<td>newspapers</td>
<td></td>
</tr>
<tr>
<td>video games</td>
<td></td>
<td>comics</td>
<td></td>
</tr>
<tr>
<td>magazines</td>
<td></td>
<td>books</td>
<td></td>
</tr>
</tbody>
</table>

Total = \[ \text{amount} \times 12 = \]  
My yearly spending on media is ________________________.

Compare your answers with your classmates, then read the passage to learn more about money and media.

**WORD PLAY**

Match the words with their meanings.

1. blockbuster  *n.*  
   - a. circulation, giving out  
2. buzz  *n.*  
   - b. keep, maintain  
3. exercise  *v.*  
   - c. lots of people talking about something  
4. distribution  *n.*  
   - d. a best seller  
5. fragmented  *adj.*  
   - e. broken into separate parts  
   - f. use
The Bottom Line
The Business of Entertainment

The Japanese animated movie Mononoke Hime was a blockbuster (a big hit), and earned more than 19,300,000,000 yen. More than 14,200,000 people saw it. For the entertainment industry, this is the equivalent of getting a winning lottery ticket—and great effort is put into trying to produce results like this.

What does it take to create a big hit? Mononoke Hime caught the attention of young people, especially young women viewers. Also, unlike some movies or television programs, Mononoke Hime managed to attract audiences in both big cities and small towns. Another factor was the theme—environmental destruction—which had a very high profile at the time. Finally, the movie was heavily advertised. Advertisement is critical to building “buzz”—getting people talking about something.

Let’s not forget that the goal of the entertainment industry is not entertainment or art. It’s profit. Television programs, for example, don’t make any money themselves. They simply attract viewers who then must watch the television commercials. We could say that the purpose of traditional broadcast television stations (except NHK) is the showing of commercials. Channels that may have fewer or no commercials usually must be paid for by a monthly fee.

The entertainment industry in Japan is extremely centralized. Currently, three companies, Toei, Shochiku and Toho exercise tremendous control over the industry. An example is the distribution system of films. Most movie theaters are not truly free to show what they want, because they are under contract to choose from a limited selection of films. Theaters that go against the system cannot get major films to show.

This may be changing.

These days, social media and low-cost video cameras and editing software is allowing a new generation of movie makers to break free of the entertainment industry. Production costs have decreased, and it’s easier to connect with an audience through the internet. But making a movie that most people will see in a theater is still very difficult if you are not part of the system.

NOTES
1. Mononoke Hime 宮崎駿監督のアニメ映画「もののけ姫」 (1980)
2. equivalent of… に相当する
3. effort is put into doing に努力が注がれ
4. high profile 目立つ，話題になる
5. centralized 中央集権化された
6. go against 逆らう

48 Unit 3—THE BUSINESS OF MEDIA
Some say that the entertainment industry is too centralized, and for this reason Japanese television is less interesting than it could be, and Japanese films have lost much of their market share to Hollywood movies. But with an increasingly globalized and fragmented media world, change is coming. Small competitors increasingly compete for audiences with the established giants. For paying media consumers, that increased competition is good news. We pay money, and we want to be entertained! That's the bottom line!

**NOTES**

36. the established giants 既存の巨大産業
38. the bottom line 肝心なこと、要

---

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. According to the passage, the movie *Mononoke Hime* was a big hit because
   a. the movie characters were so cute that young people were attracted by them.
   b. the name, *Mononoke*, was unusual, and gave the movie a high profile.
   c. it was popular both in cities and towns, and its theme was timely.
   d. the theme song was well made.

2. According to the passage, the major role of advertisement when promoting movies is to
   a. attract the audience from small towns.
   b. introduce new actors and actresses.
   c. raise people's awareness of environmental destruction.
   d. help a movie's popularity gain momentum.

3. "Television programs don't make any money themselves" refers to the fact that
   a. only a few popular programs are actually profitable.
   b. cable companies make viewers pay a special fee.
   c. only NHK has programs which make money without commercials.
   d. the purpose of programs is to attract viewers to watch the commercials.

4. According to the passage, social media and low cost equipment has allowed movie makers to
   a. make their dreams come true.
   b. stop illegal copying of movies.
   c. become more independent.
   d. make a lot of money.
The main idea of the passage is that the entertainment industry in Japan
believes that profit counts more than creativity.
hasn’t really learned how to make popular movies.
is very efficient.
makes it hard to get to make movies in Japan.

**ACTIVITY**

Test yourself on your knowledge of blockbuster movies. Make a list of famous movies you have seen.

**LIST OF FAMOUS MOVIES**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your list with your classmates.

**DISCUSSION**

Choose a movie (from the list) you like a lot.
Discuss with your classmates the qualities that have caused its success.
For example: good acting, interesting story, good special effects, popular topic...
GETTING READY

Are you a fan of TV commercials? Answer the following questions.

<table>
<thead>
<tr>
<th></th>
<th>never</th>
<th>sometimes</th>
<th>often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I enjoy watching commercials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>I talk about TV commercials with my friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>I laugh out loud at TV commercials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>I try new products because of good TV commercials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates, then read the passage to learn more about advertising in the media.

WORD PLAY

Match the words with their meanings.

1 brainwashing n. → a system of protection against loss
2 idealize v. → very happy
3 insurance n. → powerful persuasion
4 affectionate adj. → shown more perfect than it is true
5 subtle adj. → not obvious

with warm feeling, caring
Tricks of the Advertising Trade
Getting What You See

Traditional advertising is very expensive. The cost of making a single TV commercial, for example, can be as high as 100,000,000 yen. In addition, advertisers must pay for "air time"—the minutes that the commercial is broadcast. Despite the high prices, you'll find up to 800 commercials every day on major television stations. The high cost of advertising isn't limited to television. A single full-page ad in a major newspaper typically costs 20,000,000 yen. And while there are less expensive options, such as ads on the Internet, companies still spend huge sums on advertising. They do it because advertising works.

Advertising is designed to influence your behavior. It targets feelings not logic, and you don't need to pay attention for it to influence you. Consumers themselves are often unaware of the impact of advertising. You won't hear someone say "I bought those instant noodles because they were advertised well." It's a subtle, sophisticated form of brainwashing, which makes your hand reach for A, not B.

Smart media consumers should be aware of the techniques behind advertisements. For example, advertisers idealize. Watch beer commercials and you'll see deep sighs of total refreshment and satisfaction—but never someone drunk. You'll never see a hospital in a cigarette ad. Advertisers also use association—showing positive images together with the product even though there is little or no relation between the two. Men who fight their way up a dangerous mountain have a vitamin drink at the top. Large cars are shown speeding down desert highways in the United States, while small ones wind through Paris or Rome. Beautiful scenes from Kyoto sell instant coffee—a famous baseball player sells insurance.

Ads are often very sophisticated. Marketing research companies create psychological profiles—age, interests, profession—of the consumers targeted. This information is used by advertising agencies to plan campaigns around the needs or desires of the target market. Television ads are coordinated with magazine, radio, train and billboard ads.

When marketing dog food, for example, advertisers take advantage of dog owners' desire to consider themselves kind owners of pedigreed animals. Images of dog shows and affectionate play between an actor and a trained...
animal create the illusion of love and good breeding. In fact, dogs (unlike cats) will eat almost anything, and love you just the same.

Some advertising techniques are obvious, like having more commercials during the second half of a movie on TV—because viewers are less likely to change the channel—or placing billboard ads for snack food near high schools. Others are more subtle, such as using glue instead of milk in food advertisements because it’s easier to photograph. In the world of advertising, however, it’s the image that counts.

Advertisements aren’t bad. Good ones catch our attention, and they pay for our entertainment. But we need to be aware of how they affect us. Many things which may not be good for us—sugary drinks, alcohol, cigarettes, loan services—may look quite good in advertisements. Ads may make us think we need something that we don’t. So think twice before you buy. Make sure it’s not just advertisers who are deciding how you should spend your money.

---

**NOTES**

34. **just the same** (何を食べても) 同じように
35. **it’s the image that counts**  importantesはイメージである
45. **think twice** よく考える

---

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The phrase “Advertising works” means that advertising
   a. is useful.
   b. companies are competitive.
   c. is effective.
   d. has changed the world.

2. The word “it” in the phrase, “You don’t need to pay attention for it to influence you” found in the passage refers to the fact that
   a. advertisements don’t tell the truth.
   b. people know they are affected by advertisements, but don’t admit it.
   c. advertising targets emotions.
   d. advertisements use misleading logic which people aren’t aware of.

3. The passage states that one technique advertisers use is “association.” This is
   a. to attract viewers by showing a dream-like scene.
   b. connecting a product to a positive image.
   c. a technique to make viewers guess what the commercial is about.
   d. an illusion to make viewers believe fantastic claims.
The purpose of marketing research is to
a. make television ads cost more.
b. help advertising agencies focus their commercials on certain consumers.
c. coordinate advertising in different forms of media.
d. find new consumers that can be targeted by advertising.

The author suggests that we should
a. spend more time watching TV commercials.
b. appreciate the hard work and effort shown by advertisers.
c. pay attention to advertisements to understand them more.
d. be a smart viewer to enjoy shopping more.

ACTIVITY

How often do you become interested in a product because of advertising?

<table>
<thead>
<tr>
<th></th>
<th>rarely</th>
<th>sometimes</th>
<th>regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a new shampoo or make-up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. a new snack food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. a new soft drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. a new car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. a new CD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. a new movie</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates.

DISCUSSION

What other factors (price, packaging) help you decide what to buy? How does advertising affect you? Write about or discuss your buying decisions with your classmates.
GETTING READY

Test your knowledge of international news organizations. Match the columns.

1 *Le Monde* (newspaper)  
2 CNN (TV news)  
3 *The Hindu* (newspaper)  
4 BBC (TV and radio news)  
5 *Wall Street Journal* (Business newspaper)  
6 *Chosun Daily News* (newspaper)

Compare your answers with your classmates, then read the passage to learn more about news and the media.

WORD PLAY

Match the words with their meanings.

1 propaganda *n.*  
2 uphold *v.*  
3 accusation *n.*  
4 potential *adj.*  
5 cozy *adj.*  
6 a claim that someone has done something bad  
7 advertisement  
8 close  
9 false information used by a government  
10 defend, support  
11 existing as a possibility
Gathering News
Standards of Truth

Until recently, news media included newspapers and magazines, television and radio news. But in the global age, our sources of information have expanded. We learn about the world from blogs, social networking sites, videos posted online, messaging services such as Twitter, and more.

These new sources of information create challenges for media consumers. Because anyone can write a blog or post a video, it’s not always easy to know what to believe. As a result, the Internet can be used for propaganda as well as for positive purposes. For example, terrorists use websites to help them recruit members while ordinary citizens use the Internet to fight for their rights. Because of the widespread use of electronic media to report opinions, the role of professional journalists will continue to be important. When a respected news organization reports something, we trust that it is upholding journalistic standards—reporting news factually (accurately and truly), and objectively (without bias).

You won’t see NHK news readers give personal opinions about news, because that would go against NHK standards on objectivity. Some news anchors on popular commercial news programs, however, comment on stories. Newspapers and news magazines also have varying standards of objectivity. Sport and gossip publications may publish stories which say, “sources report that player X is suspected of having affairs with many women.” This is an accusation, not news, especially if the source is not made clear.

News organizations rely on official sources—government officials, government agencies, company reports—and unofficial sources (private conversations with people who have information). Official sources are usually identified—“The Ministry of Finance today, reported that bank loans . . .”—while unofficial sources are often not. Journalism in Europe and the United States places a heavy emphasis on identifying sources so readers or viewers can judge potential bias of the information.

In addition to identifying sources, European and North American journalists often present information from sources who have opposing views on an issue—for example “The Labor Ministry is proposing new guidelines for . . .” and “The X Business Association is opposing the new guidelines,

<table>
<thead>
<tr>
<th>NOTES</th>
<th>9 recruit members 新メンバーを募る</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17 comment on . . . についてコメントする</td>
</tr>
<tr>
<td></td>
<td>18 varying standards 変化する基準</td>
</tr>
<tr>
<td></td>
<td>28 potential bias 潜在的偏見</td>
</tr>
</tbody>
</table>

56 Unit 3 — THE BUSINESS OF MEDIA
saying that…" This style of journalism gives news consumers information to form their own opinions. News organizations in Japan rely on this technique less, putting more emphasis on official declarations, and less on opposition and conflict.

By world standards, the Japanese news media is open and accurate, although some people criticize the way that news is gathered, saying that it relies too much on cozy relationships between news organizations and government. Read the next chapter for more about this, watch news carefully, and then decide for yourself.

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The passage says that having many sources of information can be a challenge for media consumers because
   a. terrorists have websites in many different languages.
   b. it can be difficult to know what is true.
   c. there are few professional journalists these days.
   d. professional journalists always tell the truth.

2. The passage states that the standards of objectivity in reporting news are based upon
   a. the news organization.
   b. journalism schools.
   c. individual journalists.
   d. bias in society.

3. The passage tells us that in Japan, NHK news programs have strict standards regarding
   a. only using unofficial sources.
   b. only using official sources.
   c. reporting accusations as news.
   d. not being subjective.
An example of an unofficial source is
a. a Ministry of Health and Welfare official who reports the number of deaths by a certain disease.
b. a politician who leaks stories to his or her favorite writers.
c. a company spokesperson who announces a takeover.
d. government officials who deny accusations at a press conference.

Journalism in Europe and the U.S. tends to emphasize
a. reporting stories that benefit powerful newsmakers.
b. reporting official declarations.
c. using a lot of unofficial sources.
d. identifying sources and opposing views.

**ACTIVITY**

You are the director of a news program. You have to put today’s news stories in the best order, from most to least important, excluding unimportant stories. Rank the stories and put an “X” by any story you would exclude.

- a. weather report with graphics
- b. Rebel attack kills 40 in Republic of Farland.
- d. Couple unites 40 years after love letter lost.
- e. Geinojin Taro will divorce!
- f. spring sports festival
- g. The baseball tournament final will be played tonight.

**DISCUSSION**

Give reasons for your above answers. Discuss what sources (TV, newspapers, magazines) you get news from.
GETTING READY

How accurate (not biased) is the news from these different sources? Mark your opinion.

<table>
<thead>
<tr>
<th>Source</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A NHK TV news</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B weekly magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C major newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D sports newspapers</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates, then read the passage to learn more about bias in the media.

WORD PLAY

Match the words with their meanings.

1 devastating adj.  • a show
2 exclusive adj.    • b something many people disagree about
3 sympathetic adj.  • c badly damaging
4 indicate v.       • d available to only a small group
5 controversy n.    • e feeling favorable towards something
                      • f include everyone
News and the News Makers
Influencing the News

Despite the flood of information that we receive from sources of all kinds, most people still rely a lot on traditional news media to get information about important events. When the magnitude 9 Great East Japan Earthquake struck, causing a devastating tsunami and meltdowns at a nuclear power plant, critical information was gathered and reported by professional journalists and major news organizations.

News organizations have a lot of power to decide what news you will see when you open your newspaper or turn on a television. And someone must decide which news is important. There is a difference, after all, between news and a simple fact. One editor described this difference by saying: "Dog bites man—that's fact. Man bites dog—that's news."

Naturally, what's important or interesting depends on your point of view. And influential people and organizations try to emphasize the information that makes them look good. Here are some ways they do it.

Press clubs are a kind of club, or association for journalists from different news organizations. There are many press clubs and they are powerful because they often get exclusive access to official information, for example at press conferences. Press clubs try to maintain good relationships with powerful newsmakers. They also exclude reporters from certain publications. Foreign reporters are often not allowed in most Japanese press clubs (there is a separate press club for foreigners). The press club system makes news gathering more difficult for independent journalists.

Powerful newsmakers (such as politicians) also control news by not giving press conferences. Instead, the version of events most beneficial to newsmakers is given privately only to reporters seen as sympathetic. This information is reported as news. This can lead to news stories which don't clearly indicate the source of the journalist's information. As media consumers, this is a problem. It makes it hard for us to judge whether we are receiving the whole story.

Censorship is the government preventing news from being reported. Sometimes, however, news organizations practice self-censorship—they don't report on things which may cause controversy or anger powerful people. The most obvious example is the lack of news about criticism of the emperor. Not only are such topics controversial, but journalists are occasionally attacked by extremists who object to certain stories. Sometimes self-censorship is

NOTES 4 meltdown at a nuclear power plant 原子力発電所の炉心溶融
35 extremist 過激論者
subtle, such as when a foreign newspaper will make reference to the “massacre at Nanjing” while a Japanese newspaper might say “incident at Nanjing.”

Finally, the news that’s reported reflects the bias of media consumers. What’s more important, a government panel studying education or the wedding of a famous singer? News organizations decide what you will see and read, always keeping in mind the need to increase sales or viewership. News organizations, like the rest of the media, have to make a profit and play the popularity game. As media consumers, we get what we pay for.

<table>
<thead>
<tr>
<th>NOTES</th>
<th>massacre at Nanjing 南京大虐殺</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>incident at Nanjing 南京事件</td>
</tr>
<tr>
<td>39</td>
<td>government panel 政府の委員会</td>
</tr>
<tr>
<td>41</td>
<td>keep in mind 心に留める VIEWERSHIP 視聴率</td>
</tr>
<tr>
<td>43</td>
<td>we get what we pay for 金を払うものしか手に入らない（注意しないと質の悪いものしか手に入らないということ）</td>
</tr>
</tbody>
</table>

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1 The passage implies that “Man bites dog” is news because
   a it includes an advertisement.
   b it is a fact.
   c it is interesting to people.
   d no one disagrees with it.

2 Press clubs are powerful because
   a there are many of them.
   b they exclude reporters from certain publications.
   c they often are the only ones that get official information.
   d foreigners are not allowed to criticize them.

3 Knowing what sources reporters rely on is important because
   a there are laws which make reporters tell their sources.
   b newsmakers may influence reporting by secretly giving only one side of the story.
   c people speak more freely and honestly if their privacy is protected.
   d you can’t get the whole story if you rely only on press conferences.

4 The passage implies that using the words “incident at Nanjing” is
   a a form of government censorship.
   b a form of self-censorship.
   c an example of newsmakers controlling the news.
   d an example of the press club system affecting how news is reported.
5. The statement “news reflects the bias of media consumers” means
   a. the media is too controlled to give people what they want to see.
   b. the media reports news regardless of what media consumers want.
   c. stories that are boring often get too much coverage.
   d. things that people find interesting are reported.

ACTIVITY
You are an editor of a newspaper company. If you have these news stories, how much space would you give each one on the front page of the newspaper?

a. Train Accident in India Kills 40 People
   ____________%

b. Eight percent of Moms Abuse Kids, Survey Says
   ____________%

c. Japanese Soccer Team Wins Final
   ____________%

   ____________%

Compare answers with your classmates.

DISCUSSION
Discuss with your classmates the reasons for your above answers. What kind of news interests you the most? Is the news that interests you the most important news?
MEDIA AND SOCIETY

The Hidden Impact
GETTING READY

Look at the images that foreigners have had of Japan throughout history. Guess the era when each was common.

Compare your guesses with your classmates, then read the passage to learn more about images of Japan.

WORD PLAY

Match the words with their meanings.

1. portray v.
2. aggression n.
3. dominant adj.
4. distortion n.
5. accurate adj.

- a report of a fact in an untrue way
- correct and true in every detail
- show, give an image of something
- violent and attacking behavior
- draw
- more powerful than others
Most people in the world have never been to Japan, but they have ideas about Japan from media in their home country. Some of the first images from Japan to the outside world during modern times were during the Meiji restoration. In Europe, Edo-period art fueled a boom in “Japonesque” art and created the impression of Japan as a land of temples and geisha—an, exotic, mysterious place.

During the Pacific War, images of Japan came mainly from Japan’s enemies and functioned as a form of propaganda. In the U.S., Japanese soldiers were portrayed with buckteeth and round glasses. Hollywood produced war movies from the 1940s through the 1960s which featured Japan as an enemy. The war also created negative images of Japan throughout Asia, where people in many countries suffered greatly from Japanese military aggression. These historical memories are long-lasting, particularly in China and Korea, countries that suffered greatly during this period. Until a few years ago, Korea had completely banned the import of Japanese music and movies.

In the 1960s Japan began to export many mass-produced low-priced consumer goods. During the 1960s in the United States, the word “Japanese” was equated with “low price and low quality.” Positive images of Japan became more common in the 1970s as Japanese cars gained a reputation for quality and economy, and Japanese consumer electronics exports increased. Westerners under 50 today grew up with primarily positive images of Japan as an economically powerful country.

One other successful export of Japan has been martial arts such as Judo and Karate. In the past there was an impression in some places that Japan was a country where average people were trained in martial arts. During the 1980s, at the peak of the bubble economy, images of Japanese as “corporate samurai” became common. Television commercials in the west targeting businessmen sometimes used images of Japanese to represent tough competition. As more Japanese traveled overseas, the image of large groups of camera-carrying tourists became a common stereotype.

Japan’s image as an industrial power and producer of automobiles and electronics continues to be a dominant image of Japan abroad. But in recent years, this has been joined by a relatively new cultural export. The

NOTES
4 the Meiji restoration 明治維新
fuel a boom ブームをたきつける
10 feature A as B AをBとして描く
16 mass-produced adj. 大量生産された
18 be equated with… 互に同等視される
26 corporate samurai 企業武士
success of anime and manga around the world has given younger generations across the globe a pop-culture view of the country. When they hear the word “Japan” these young people are as likely to think of *Pokemon* as they are of samurai.

The media of other countries doesn’t always give a fair picture of Japan, but the same can be said for the Japanese media’s view of foreign cultures. Media is a lens which gives us a view of far-away places, but always with plenty of distortion. With the increase of direct contact between Japan and other countries, these over-simplified images may become more accurate. But if past history is any guide, it will take time.

**NOTES**

42 *over-simplified images*  过度に簡略化されたイメージ

43 *if past history is any guide, it will take time*  過去の歴史を見れば時間がかかるであろう

**SPOTTLIGHT ON MEANING**

Choose the best answer for each question.

1. The passage states that during the Meiji era, images of Japan in Europe
   a. showed Japan’s industrialization.
   b. were criticized.
   c. were popular.
   d. imitated western art.

2. The passage shows that during the Pacific War, many of the images of Japan
   a. showed Japan as an exotic place.
   b. were used to create a negative impression of the Japanese.
   c. showed Japanese as having cute faces with glasses.
   d. were similar to images at the beginning of the Meiji era.

3. The passage explains that for Americans in the 1960s, the images of Japan
   a. were positive, unlike the time of the Pacific War.
   b. hadn’t changed compared to the time of the Pacific War.
   c. had gotten worse compared to the images of the Pacific War.
   d. had changed since the Pacific War, but still were not good.

4. According to the passage, Japan started to get a positive reputation in business during
   a. the 1940s.
   b. the 1960s.
   c. the 1970s.
   d. the 1990s.
The passage points out that the “corporate samurai” image of Japan in the 1980s showed Japanese as:

- proud.
- efficient.
- unfair.
- competitive.

**ACTIVITY**

Here is a list of images about Japan throughout history and now. Which ones are positive, neutral or negative?

<table>
<thead>
<tr>
<th>PAST</th>
<th>positive</th>
<th>neutral</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>exotic far-away place</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
<tr>
<td>B</td>
<td>fanatic soldiers</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
<tr>
<td>C</td>
<td>everyone knows karate</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
<tr>
<td>D</td>
<td>women wear kimonos</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECENT</th>
<th>positive</th>
<th>neutral</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>good electronics</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
<tr>
<td>B</td>
<td>sushi</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
<tr>
<td>C</td>
<td>cool and/or fashionable</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
<tr>
<td>D</td>
<td>animation/manga</td>
<td><img src="Image" alt="Rating" /></td>
<td><img src="Image" alt="Rating" /></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates.

**DISCUSSION**

Make a list of common images of foreign countries that appear in Japanese media. Discuss how people in those countries would feel about those images.
Getting Ready

How do you feel about the way that men and women are shown on TV? Circle your answers.

A Images of women's bodies used to sell products.  
B Men often have main role with women assistants.  
C Women rarely appear in high status roles (lawyer, boss).  
D Variety shows with women who simply sit looking pretty.

Compare your answers with your classmates. Compare boys' answers with girls' answers then read the passage to learn more about gender roles in the media.

Word Play

Match the words with their meanings.

1 tragic adj.  • a strange and funny  
2 surgery n.  • b horrible and sad  
3 majority n.  • c an operation on a patient's body  
4 rural adj.  • d look down on  
5 discriminate v.  • e more than half  
   • f related to the countryside
Gender in the Media
The Lesser Half

There's a tragic story about a father who left his house one morning to take his 6-year-old son to school. Unfortunately, they were in a terrible car accident and the father died. The son, in critical condition, was rushed to the hospital for immediate surgery. The doctor who was to do the surgery walked over as the boy was brought to the operating table. A look of horror and shock crossed the doctor's face. The doctor said, "That's my son!" How is this possible?

No, the doctor wasn't a step-father. Nor was the doctor mistaken. If you can't figure it out, read the story again.

Perhaps you understood immediately. The doctor was not the boy's father. The doctor was the boy's mother. Not only did the doctor have to operate on her son, her husband had died in the car accident.

The image of "doctor" is overwhelmingly male. In part, this is based on experience, since there are more male doctors than female. The media, however, plays a big role also. Doctors played on TV or in movies are primarily male. This traditional view makes storytelling easy, but since we are influenced by the media's images, we may waste the talent of girls who might make excellent doctors, lawyers or business people, because there is a strong impression that those are male professions.

Critics say that the media has a male point of view. The majority of directors, producers and company executives in the entertainment, advertising and news industries are men. When you watch a drama on television, the female characters, and the lines they say, are very often created and written by men. Even advertisements for products that women use are often created entirely by men. Most people don't find this strange, but we can at least ask if we're missing something.

On news and variety shows, you'll often see an older man who is the main host or newsreader, who is assisted by younger (beautiful) women. It's much less often the other way around. In fact, a common practice in the broadcast media is for young male newscasters to be assigned to local news stations in rural areas, and then to be promoted to larger cities and more popular shows as they get older and gain experience. Women, on the other hand,
start young in big cities, and are sent to the smaller less important markets as they get older.

We can at least say that the media is giving us a limited view of what it means to be a man, or a woman. Some people say that the media discriminates against women by showing them as weak sex objects simply supporting men. What do you think? Maybe you’re comfortable with these roles. You can decide by asking yourself. Do you want your daughters to grow up and be like the women you see on TV?

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The story in the passage about the car accident is meant to illustrate that
   a. women can be good doctors.
   b. mothers should be able to work.
   c. “doctor” is a male image.
   d. fathers should help take care of their children.

2. The image of the male doctor in the passage
   a. was entirely created by the media to tell stories.
   b. is made stronger by the media's traditional images.
   c. encourages girls to become doctors.
   d. discriminates against lawyers and business people.

3. The paragraph referring to the “male point of view” (lines 20–26) assumes that
   a. if more women worked in the media, the media would change.
   b. men working in the media intentionally discriminate against women.
   c. it’s wrong for men to create advertisements for products that only women will use.
   d. female characters should only be created by women.

4. The differences in the careers of male and female newsreaders shown in the passage suggests that
   a. women are not seen as attractive enough for popular programs.
   b. people in big cities discriminate against female newsreaders.
   c. people in smaller cities discriminate against female newsreaders.
   d. female newsreaders’ popularity depends on their appearance and age.
The last sentence in the passage refers to
a allowing more women to control the media.
b deciding if we're satisfied with images of women in the media.
c the fact that most people are satisfied with how women are shown in the media.
d people not understanding how destructive the media is towards women.

**ACTIVITY**

How traditional are you about male/female roles? Circle your answers.

A On a date, the man should pay more.
B It's best for the man to work and the woman to stay home.
C Men work harder than women.
D Men are more logical than women.
E Women cannot control their emotions.
F Women need men to protect them.
G Men need women to take care of them.
H Women are better at taking care of children than men.

Add your score and mark it on the scale.

YOUR SCORE

8 10 12 14 16 18 20 22 24 26 28 30 32

traditional non-traditional

Compare your score with your classmates. Compare boys' answers with girls' answers.

**DISCUSSION**

Give your reasons for your answers above. What media star or character from TV or a movie, do you think, represents the ideal woman? What qualities does she have? Discuss your ideas.
GETTING READY

How violent are the programs you like to watch? Circle your answers.

In the programs I like, I see...

A hitting and fighting
B teasing or laughing at a person
C shooting or killing
D yelling
E explosions or destruction

Compare your answers with your classmates, then read the passage to learn more about violence in the media.

WORD PLAY

Match the words with their meanings.

1 spread v. • a not very common
2 copycat adj. • b grow and cover more area
3 sadistic adj. • c pre-conceived idea
4 isolated adj. • d lonely, without friends or help
5 assumption n. • e imitating something others did
   • f cruel and hurtful
 Violence in the Media
The Battle for Children

There's a battle taking place across North America. The fighting hasn't spread to Japan yet, but it could. On one side are parents and educational associations who say that there is too much violence on children's TV and video games. On the other hand, these industries argue that television and gaming hasn't been shown conclusively to cause violence among children, and further say that any restriction on media content goes against legal freedom of expression.

The statistics are scary. In the U.S., one study concluded that by the time a child graduates elementary school, he or she will have seen 8,000 deaths and 100,000 violent acts on television. Seven out of 10 prime-time programs contain violence. In Japan, an average of 727 characters are injured and 557 killed from 5:00 P.M. to 11:00 P.M. during one week of television. Eighty percent of Japanese drama and cartoon programs contain violent scenes. Eighty-eight percent of programs for children contain violence. In three years, watching TV just two hours a day, a child sees 11,600 people die, and 21,240 injured due to violence.

It's difficult, however, to measure the effect of this violence on children. Critics point to some studies, and to copycat violence, such as when a five-year-old boy, copying a popular cartoon on MTV, killed his two-year-old sister while playing with matches. In Japan, there was a sadistic killing of a young child by a 14-year-old boy in Kobe that raised concern about youth violence as well. However, the entertainment industry argues that cases like this are isolated, and that children are capable of distinguishing between TV violence and real-life violence.

Another big source of media violence for children is video games. Some studies in the United States have shown that teenagers who play violent video games a lot tend to be more aggressive, and may perform less well in school. Acting violently in a virtual world may train children to react aggressively. In spite of this, many parents don't know the content of their children's video games, and many never limit the time their children spend playing them.

This lack of interest in the dangers of media violence may be the biggest problem. The fact is, children and adults want to see violence. Violent

NOTES
2 educational associations 教育団体
5 conclusively 断固として
18 copycat おねをした
27 perform less well in school 勉強ができない
shows and video games are popular. For many years though entertainment
giant Disney Corporation only produced movies without violence (rated G—
general audiences). Eventually, it changed this policy because young people
were avoiding movies with the G rating. This frightening assumption—that
entertainment isn’t interesting unless it is violent—is a problem that is bigger
than television and video games. And so the battle continues.

NOTES 34 Disney Corporation ディズニー（Walt Disney）が作った漫画映
画の成功に端を発し、現在では東京やロサンゼルスにあるディズニーランド、フロリダのウォル
ディズニーワールドなどのテーマパークを含め、一大エンターテイメント産業となっている
rated G 一般の視聴者向き

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1 The passage states that television industry insists that
   a it is the parents’ responsibility not to allow children to watch violent TV.
   b it has the right to choose content freely.
   c TV is not violent.
   d TV violence has been shown to be harmless.

2 The passage states that there is a battle over violence between
   a the TV industry and children.
   b the TV industry and parents.
   c the TV industry and government.
   d parents and their children.

3 The passage points out that negative effects of violent TV on children have
   a been clearly shown by research.
   b been proven, but the results have been ignored.
   c not been studied.
   d not been proven.

4 The passage reports that research done in the USA indicates that
   a most children play video games for a much longer time than in Japan.
   b Japanese video games are much less violent than those designed in the US.
   c most parents have little knowledge of the video games their children play.
   d aggressive video games do not affect their players at all.
5 According to the passage, the most fundamental problem of TV violence is that
a even Disney has started to produce more violent movies.
b violent programming is profitable for the TV industry.
c the TV industry doesn’t admit that TV violence is harmful.
d parents are not willing to fight against the TV industry.

ACTIVITY

Which of these things you watch on TV are the most violent? Circle your opinions.

<table>
<thead>
<tr>
<th></th>
<th>most violent</th>
<th>least violent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>variety shows</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>TV dramas</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>action movies</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>commercials</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>sports</td>
<td>5</td>
</tr>
</tbody>
</table>

DISCUSSION

What popular TV program is the most violent?
Do you think violent programs affect people’s attitudes or behavior?
GETTING READY

Here are some common stereotypes. Do you agree with them? Circle your answers.

A. Young people are lazy.
B. French people are romantic.
C. Americans are friendly.
D. People from the countryside are not fashionable.
E. Kansai people are loud.

Compare your answers with your classmates, and then read the passage to learn more about stereotypes in the media.

WORD PLAY

Match the words with their meanings.

1. snore v. • a. overly proud of oneself
2. label v. • b. pre-existing negative judgement
3. arrogant adj. • c. shape up, inspire
4. dominant adj. • d. categorize, describe unfairly
5. prejudice n. • e. powerful and controlling
   • f. breathe noisily while asleep
A high school girl was riding the train when she heard the loud snoring of a middle-aged business man sitting nearby. She commented to her friend, "Can you believe that rude oyaji (square middle-aged man)?" Then she looked more carefully and realized that this oyaji was her uncle who lived nearby, a kind man whom she liked a lot. She decided to stop commenting about people she didn't know.

We all label people that we don't know. If we're not careful, however, those labels become stereotypes. Oyaji is a stereotype describing a particular kind of rude middle-aged man. The girl was too quick to put this negative label on someone, and learned a lesson about stereotypes.

Stereotypes are everywhere in the media. On a TV drama, you can immediately tell who the "bad" guy that will cause trouble for the "good" girl is. There are stereotypes for professions, such as the "dedicated teacher" or "wild musician," as well as character types, such as the "shy but kind guy," or the "pretty and arrogant bad girl."

One reason that stereotypes are so common is that they give us a lot of information very quickly. Often, as soon as we see a character, we can guess who they are or what they do. The doctor looks just like we expect a doctor to look; the policemen have a police "look," etc. This allows storytellers to tell the story without spending much time explaining who people are and what they are like.

Unfortunately, stereotypes can also encourage discrimination. We've all known the movie image of the "middle-eastern terrorist" or the "Latin American drug dealer" or the "Hong Kong Mafia." When these are the dominant images we see about a place, they create prejudice in real life. You may feel that some foreigners on the street look dangerous, simply because of negative stereotypes.

Conflict or fighting in movies or on TV is almost always a question of "good" versus "bad" people. In the real world of politics, economic, ethnic and religious conflict, there is usually no clear "good guy." You may find international news boring for this reason. There's not enough drama for you,
and you don’t know who to like. When real life doesn’t fit the simple story lines we are used to, we lose interest.

This is the greatest danger of stereotypes in the media. They lead to a simplified image of reality, which in spite of all the information we receive, makes dealing with the world more difficult, rather than easier. The media view is a simple view which is not designed to challenge us or make us think. It’s a shame, since we know that creative entertainment doesn’t need to rely on stereotypes, and the media has the power to expand our view of the world. As media consumers, we need to demand more, both from the media, and from ourselves.

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The high school girl felt sorry for what she did on the train because
   a. her uncle was a rude man.
   b. she judged too quickly.
   c. she ignored her uncle.
   d. she insulted her friend.

2. The passage says stereotypes are commonly used in the media because
   a. they allow people to get a quick idea of a character.
   b. they accurately describe people like doctors or policemen.
   c. people who make movies and television are prejudiced.
   d. viewers would get confused without stereotypes.

3. The passage reports that stereotypes encourage discrimination because
   a. they are always about foreigners.
   b. they are true.
   c. we shouldn’t always criticize terrorists and drug dealers.
   d. they create negative images of certain people.

4. The passage infers that compared to fighting in movies and TV, real-life conflict
   a. is not interesting enough to be shown.
   b. doesn’t have a clear “good” versus “bad.”
   c. can teach us a clear moral lesson.
   d. makes for an exciting story.
According to the passage, though the media has the power to expand our view of the world,
- the amount of information is limited.
- creative entertainment has to rely on stereotypes.
- stereotypes in the media doesn’t help educate us.
- it sometimes gives us too much information.

**ACTIVITY**

This is a list of character types, or stereotypes. Which ones are most common in Japanese television dramas? Circle your answers.

<table>
<thead>
<tr>
<th></th>
<th>most common</th>
<th>least common</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>kind teacher</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>rebellious but good youth</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>frustrated housewife</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>kind, young doctor</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>shy but attractive girl</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>wild, bad guy</td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates.

**DISCUSSION**

Think of a profession (teacher, police officer, etc.). Discuss the difference between the media image of that profession and the reality of these jobs.
GETTING READY

Who did you admire or want to be like when you were a child? Circle your answers.

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>somewhat</th>
<th>a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A sports star  B actor/actress  C company president  D politician  E priest  F singer

Compare your answers with your classmates, then read the passage to learn more about role models in the media.

WORD PLAY

Match the words with their meanings.

1 glamorize v.  2 shallow adj.  3 fragmented adj.  4 motivated adj.  5 horizon n.  

- a having some inner drive or goal  
- b incomplete  
- c range of vision  
- d not deep  
- e whole  
- f show as exciting or attractive
Where Are Our Role Models?
The Lessons from the Media

Imagine an action movie about Mahatma Gandhi. In one scene, Gandhi is leading a demonstration against a tax on salt. He jumps from a helicopter to a rooftop on a nearby building, confronting an evil British general. After an exciting fist-fight, Gandhi kills the general by throwing him off the roof.

This scene is ridiculous. Mahatma Gandhi was a true hero, a deeply spiritual man who believed in non-violence, fighting for freedom and justice in South Africa and India. To make him the hero of an action movie doesn’t work because it mixes the role of hero in real life, and the heroes we see in entertainment media.

Heroes are role models—people who teach us how to live our lives. In the past, our role models were historical and religious figures and adults in our community. Today, busy parents often come home late and have little time for young people. Family meals and discussion of the day’s events have become more rare. We often don’t know our neighbors. Young people are isolated from adults who can pay attention to them and set a good example.

Increasingly, the media—and especially television—acts as a kind of babysitter. The images and information supplied by TV, movies, magazines, comics, music and advertising become the guide for young people’s view of life. Unfortunately, media role models are a poor substitute for real ones.

The role models in the media often aren’t worth imitating. Movie heroes often fight for justice but their “victories” are often simply violent male fantasies about winning. Actors, entertainers, models, athletes and pop music stars have all become heroes in our media society. They are everywhere—appearing on TV, in advertising and magazines. We follow them on Twitter, and join their social networking sites. They glamorize wealth, popularity and an attractive appearance.

The popular language of young people reflects the shallow role models of the media. To be kakkoii (cool, good looking) or kawaii (cute) has become the goal of many people raised in the media generation. These surface qualities are emphasized in the media, where image is everything. Unlike in the past, we watch and imitate our role models, instead of interacting with and learning from them. The neighborhood community of the past has become a national and global media community that is big, but fragmented and isolating.

NOTES
1 Mahatma インドでは高貴な人に対する敬称（マハトマ、聖）
3 British general 英国の将軍
4 fist-fight 戦い合いのけんか
11 role model まねすべきお手本
15 set a good example いいお手本を示す
If we waste our time fantasizing about becoming rock stars or imitating actors and actresses, life will pass us by. Still, there are good signs as well. We now have access to information from all over the world, especially through the Internet. Motivated people can use electronic media to expand their horizons and learn about the world beyond our living rooms—a world that’s more exciting than any action movie. The tools are there. It’s up to us to wake up and use them.

**NOTES**
35 life will pass us by ほかのチャンスや生き方を逃してしまうだろう
39 It’s up to us to do したのは私たち次第である

---

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. By “role models,” the passage means
   a. people who serve as standards of excellence in our lives.
   b. famous people who are extremely popular.
   c. models whose fashions and style we imitate.
   d. characters who fight and save people in the media.

2. To make Mahatma Gandhi the hero of an action movie doesn’t work because
   a. Gandhi has never appeared in an action movie.
   b. Gandhi was against violence in the media.
   c. it confuses the idea of real world heroes with action movie heroes.
   d. Gandhi was not a real hero.

3. “The shallow role models of the media” implies that role models in the media
   a. should not be “kakkoii” and “kawaii.”
   b. present simplistic images.
   c. are bad models for behavior.
   d. are too different from us to be good role models.

4. The passage points out that in the past, people
   a. didn’t have television and were isolated.
   b. spent more time fantasizing about media stars.
   c. had fewer role models.
   d. had more contact with role models in their community.
The passage concludes that
a. role models are a thing of the past.
b. the media should promote better role models.
c. media role models can teach us how to live our lives.
d. the real world is more interesting than media images.

**ACTIVITY**

Which of the following did you learn from and imitate as you grew up? Circle your answers.

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>somewhat</th>
<th>a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. older schoolmates (<em>sempai</em>)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. TV/movie heroes/heroines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. famous entertainers/singers/actors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. sports stars</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers with your classmates.

**DISCUSSION**

Discuss with classmates or write an essay on who have been your role models. How influenced have you been by media role models?
MEDIA AND ENTERTAINMENT

Just for Fun?
GETTING READY

How much do you depend on TV? Check (√) your answers.

a. I watch TV.
b. I talk to friends about what I see on TV.
c. I learn about what I want to buy from TV.
d. How much of your knowledge of current events comes from TV?
e. How much TV do you watch every day?

Add your score: 3 points for column A
2 points for column B
1 point for column C

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗every day</td>
<td>✗some days</td>
<td>✗rarely</td>
</tr>
<tr>
<td>✗often</td>
<td>✗sometimes</td>
<td>✗rarely</td>
</tr>
<tr>
<td>✗a lot</td>
<td>✗somewhat</td>
<td>✗not much</td>
</tr>
<tr>
<td>✗a lot of it</td>
<td>✗some of it</td>
<td>✗little of it</td>
</tr>
<tr>
<td>✗90 + min.</td>
<td>✗30–90 min.</td>
<td>✗0–30 min.</td>
</tr>
</tbody>
</table>

Your Score

13-15: TV addict! 10-12: TV dependent
7-9: TV user 5-6: TV independent

Compare your answers with your classmates, then read the passage to learn more about television.

WORD PLAY

Match the words with their meanings.

1. beneficial adj. • a. fascinating
2. prescription n. • b. a rounded, shapeless mass
3. blob n. • c. disturbance or great change
4. upheaval n. • d. having a good effect
5. ironically adj. • e. contrary to expectations
6. certificate permitting a person to buy a restricted medicine
Television
The Little Picture Box

The word “drug” is defined by Webster’s Collegiate Dictionary as “a substance other than food intended to affect the… function of the body.” Some drugs, like aspirin, are common, cheap and beneficial. Other drugs are more powerful and are legal, but require a doctor’s prescription. Some drugs, such as marijuana or cocaine are used for recreation but are illegal because of the damage they do to the body and society. Alcohol is a legal drug used for recreation which fits another definition of drug—“something that causes addiction.”

By these definitions, television can be called a legal recreational drug. Like alcohol, it is an accepted part of our culture, and, in moderation can be harmless, or even positive as a reliever of stress. We respond physically to television, laughing and crying, using it to relax, and often watching it out of habit. Few would say they are addicted, but many people would have trouble watching no television at all. For many people, it’s a companion and constant presence in their lives.

We need to think about television’s influence on us individually, and on our society. In spite of its huge presence in our lives, few people try to gain a deeper understanding of its impact. Think how little you know about television. When was the first broadcast? (1937) How many hours per day do people watch on average? (four) How many commercials are broadcast on one channel in a day? (more than 350)

Critics of television say that it makes people passive. We tend to believe what we see, and don’t use any critical thinking or social skills when we watch TV. The word “couch potato” refers to someone who has become a passive blob by sitting in front of the television eating junk food. In the United States in the 1950s TV dinners—frozen meals meant to be heated and eaten while watching TV—became a cultural phenomenon. They marked a decline in family life and were part of the overall trend which led to social upheaval in the 1960s.

This doesn’t mean that television is destroying society. We do have to keep in mind, however, the huge impact it has on how we see the world and live our lives. Importantly, television is one of the most powerful constructors of reality today. Our impressions of the world are shaped by the images we see on television. While in the past images of other countries came from reading and from photographs, online and through television.

A positive aspect of television is that we can see images from far-away places. War or disaster is brought into our living rooms and can help us better

Notes:
3 aspirin アスピリン, 鎮痛剤
5 marijuana マリファナ (インド大麻から作る麻薬)
cocaine コカイン (コカの葉から作る麻薬)
9 in moderation 適度に
10 a reliever of stress ストレスを和らげるもの
23 junk food 高カロリーで栄養価の低いスナック食品
25 mark a decline in family life 家庭生活が失われつつあるしきとして見られる
understand the global community. The weakness of television is that it is so image-dominated. A one-hour television newscast has much less information than you'll get from reading a newspaper for an hour. It also involves less critical thinking than reading a newspaper.

The other primary weakness is, ironically, the same thing which makes television most attractive; TV shows us no more than we want to see. Since television (except NHK) is a business, only popular programs last. As long as viewers are interested in shallow dramas and variety shows, that's what we'll get. As we become more sophisticated media consumers, however, we can demand and receive programming which will help us learn about the world, and break away from the couch and our addiction to the little picture box.

NOTES  36  image-dominated イメージに支配された

SPOTLIGHT ON MEANING

Choose the best answer for each question.

1. The passage states that though both are legal, aspirin is different from alcohol because
   a. alcohol is sold at liquor shops and aspirin is sold at pharmacies.
   b. aspirin is expensive and alcohol isn't.
   c. aspirin needs a doctor's prescription and alcohol doesn't.
   d. alcohol can cause addiction and aspirin doesn't.

2. In the second paragraph, "television can be called a legal recreational drug" emphasizes
   a. how relaxing television is.
   b. the power that television has over us.
   c. the fact that the government doesn't control television.
   d. that television is a safe way to relax.

3. According to the passage, "TV dinners" in the United States were a cultural phenomenon because
   a. they were very convenient.
   b. they affected family life.
   c. people didn't need to heat them.
   d. people watched TV more often.

4. The passage points out that television has a powerful impact on us because
   a. it gives more information than we can get through books and photographs.
   b. it influences our view of the world so much.
   c. it is destroying society.
   d. people easily get addicted to watching it.
The passage argues that television gives a reflection of ourselves as viewers because
- TV shows only what we want to see.
- we are active viewers.
- TV requires us to become sophisticated media consumers.
- TV shows commercials which appeal to so many people.

**ACTIVITY**

What would happen if people threw away their televisions? Mark your answers.

If a family had no TV in their home:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

- **A** Family members would communicate more.
- **B** The family wouldn’t know what’s happening in the world.
- **C** Children would study harder.
- **D** Parents would spend more time with their children.
- **E** Children would play outside more.
- **F** Children would have nothing to talk about to their friends.

Compare your answers with your classmates. Explain your answers.

**DISCUSSION**

Discuss with classmates on how your life would change if you were not permitted to watch TV at all. Make a list. Would your life improve or get worse?
GETTING READY

How much time do you spend using these different media every day?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0</th>
<th>30 minutes</th>
<th>1 hour</th>
<th>2 hours+</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. playing video games</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. watching TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. reading books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. chatting online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. using social media</td>
<td></td>
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<td></td>
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</tbody>
</table>

WORD PLAY

Match the words with their meanings.

1. capture v. • a. a feeling of worry about something important
   • b. catch
   • c. express judgements about something
   • d. make someone feel very interested in something
   • e. causing damage
   • f. threatening behaviour or feelings that result in fighting
Too Much Fun
The Danger of Video Games

Is reading books dangerous? For a long time, some people thought we had to be very careful about what we read. Thomas Jefferson, a great thinker and founding father of the United States, once complained that people who read novels were “infecting their minds” with “poison.” Books that simply told stories, he felt, took us away from “reason and fact”—they were an escape from reality.

It’s not difficult to imagine why he felt this way. In Jefferson’s day, books were still a relatively rare form of media. Many people couldn’t read. The power of a novel to capture a reader’s attention must have been impressive. We talk of being “hooked” on reading—like a fish caught on a line. Fiction invites us to spend endless hours in worlds of made-up stories, disconnected from our everyday life. But is this as destructive as Jefferson felt? Today, many would say that using our imagination in this way helps us be creative.

These days, there is a debate about the dangers of a different form of media—video games. As with books in Jefferson’s day, video games are a form of media that not everyone uses. Fans of video games may spend many hours playing them, while others may never have tried one. And, as with novels in the past, video games are criticized for possible negative effects on users.

What are the criticisms? There are complaints related to: exercise, aggression, isolation, and attention span. Let’s look at each of these.

Critics say that playing video games reduces the amount of exercise that young people (and adults!) get. When kids should be playing sports or running around outside, they are increasingly inside staring at a screen.

And what are they staring at? People also complain of the violence and aggression in many video games. Researchers are trying to understand whether playing violent video games leads to increased aggression. Some worry that young children can’t tell the difference between fantasy violence and real aggression.
A third complaint about video games relates to social isolation. Gamers often play by themselves and may do so for many hours at a time. Critics worry that video games make players less social, and that they don’t have a chance to make friends and develop healthy relationships.

And finally, some people believe that video games shorten our attention span. They reward fast reactions but not deep thought. Do those who grow up with video games lose the patience to do more challenging intellectual work?

These are important concerns. But it’s hard to find final answers. Media revolutions bring about changes in how we think, communicate and socialize. People in the future will certainly have a different perspective on these worries, but it’s hard to guess what their conclusions will be.

**NOTES**
- **30** at a time 一度に、連続して
- **34** reward fast reactions すばやい反応を褒める
- **deep thought** 熟慮
- **38** have a different perspective on ～ に対して別の物事の見方を持つ

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The passage says Thomas Jefferson felt that
   a. books were too expensive.
   b. few people told stories to each other.
   c. people were more interested in “reason and fact” than reading books.
   d. reading the wrong kind of books was harming people.

2. According to the passage, in Jefferson’s day
   a. fishing was more popular than reading.
   b. most people read novels.
   c. few people could read.
   d. books helped people to become more imaginative.

3. According to the text, these days
   a. people are still criticizing those that read too much.
   b. more people play video games than read books.
   c. video games cause more problems than reading books.
   d. video games are criticized just like novels used to be.
4 According to the text, one complaint about video games is that
   a. games take up too much time.
   b. they cause young people not to exercise enough.
   c. looking at video screens damages your eyes.
   d. games cost too much money.

5 According to the passage, another complaint is that
   a. playing video games makes people less social.
   b. young people do not respect their elders.
   c. kids grow up too quickly.
   d. books aren’t so interesting anymore.

**ACTIVITY**

What do you think of these opinions?

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Strongly Agree</th>
<th>Neutral</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Children today don’t play outside enough.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B. Violent video games can make people more aggressive.</td>
<td></td>
<td></td>
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<tr>
<td>C. People who play video games a lot often have fewer friends.</td>
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<tr>
<td>D. Some people are addicted to video games.</td>
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<tr>
<td>E. Parents should limit the time that their children play video games.</td>
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</tbody>
</table>

**DISCUSSION**

Discuss the opinions in the previous activity. Begin with "Do you think that (children today don’t play outside enough)?" Give examples or reasons for your answers.
GETTING READY

Do you know these "manga" or "anime"? Check the ones you've read or watched. Which ones do you like? Compare your answers with your classmates.

- Nausicaa of the Valley of the Wind
- Slam Dunk
- Mobile Suit Gundam
- Dragon Ball
- Doraemon
- Pokemon
- Naruto
- One Piece

WORD PLAY

Match the words with their meanings.

1. element n. • 2. primarily ad. • 3. stylistic adj. • 4. obvious adj. • 5. footnote n. •

- a. easy to understand
- b. a piece of additional information at the bottom of a page
- c. one basic feature of a piece of work
- d. mainly
- e. relating to the particular way an artist makes something
- f. from the past
Cool Japan
Japan’s Pop Culture Impact

The word “Japan” used to remind people around the world of samurai or geisha. These days, however, the image of Japan is increasingly shaped by a worldwide interest in manga and anime. Japanese pop culture is cool, and it’s finding fans from Hong Kong to Helsinki.

Both manga and anime are Japanese words that have been borrowed into English. (You can find them in English dictionaries!) Most English speakers, however, won’t know that the Japanese word *manga* is made of two kanji characters which can be translated as “whimsical images.” Meanwhile, the word *anime* was imported into Japanese from the English word “animation”, and then exported back into English again.

Modern-day manga started in the years directly after the Second World War (1945–52). Modern manga has borrowed certain elements from foreign animated cartoons (Disney movies, for example) but manga is primarily a continuation of historic Japanese art (for example *Ukiyo-e* wood block prints).

There are many stylistic differences between western comics (e.g., *Superman, Spiderman*) and manga (e.g., *Slam Dunk, One Piece*). The most obvious is the way in which they are read. Japanese reads from the right of the page to the left. So when manga are translated, publishers must decide whether to keep the cartoon panels in their original form or not. Some resort to flipping the pictures, so they become mirror-images of their originals.

Manga and anime are a way for people abroad to learn about Japanese life and culture. Translated manga often have footnotes which explain unfamiliar points in Japanese culture (for example that a *genkan* is a place to take off your shoes). There are times, however, that Japanese cultural references are seen as a barrier to understanding. In a scene in *Pokemon*, for example, an onigiri was changed to a submarine sandwich! Sometimes words written in Japanese are not translated at all, or are translated into the foreign language (*koban*, for example, may be changed to Police Box). Moreover, characters names have been changed from their original (*Satoshi* in *Pokemon* is called *Ash Ketchum* in English).

NOTES

3 Japanese pop culture 日本の大衆文化
8 whimsical images 特別の意識・目的を持たずに描いた絵
13 a continuation of Japanese art 日本の芸術を継続したもの
19 cartoon panel 漫画のコマ
resort to flipping the pictures 絵をひっくり返す手段に訴える
20 mirror-images 鏡像
25 *Pokemon* ロールプレイングゲームソフトから生まれたアニメ。1997年放送開始。主人公サトシと相棒のピカチュウをはじめとするポケモン達との冒険物語。
Anime and manga have a powerful cultural impact around the world. Some Hollywood movie makers (for example The Wachowski brothers) love the manga and anime style so much that they borrowed elements from Japanese anime movies to make full length feature films. The movie *The Matrix* was influenced by elements from the Japanese anime films called *Akira* and *Ghost in the Shell*.

The popularity of manga and anime is good for Japan’s economy. The Japanese government even started a “Cool Japan” strategy, which encourages the exporting of Japanese pop culture. The government hopes to increase overseas revenue to 2.6 trillion yen by 2020.

But the impact of Japanese pop culture goes beyond dollars and cents. In a globalized, networked world, creativity spreads with the speed of electricity. To compete in the media world of the 21st century, Japan needs to stay cool!

**NOTES**
34 full length feature films 省略のない原作どおりの映画
*The Matrix* 米国映画『マトリックス』(1999)、現実が仮想現実であることを知られれた主人公が世界を支配するコンピューターに戦いを挑むSFアクション。CGを多用した新鮮な映像で話題になった。
36 *Ghost in the Shell* 攻殻機動隊
40 overseas revenue 海外での収入
41 go beyond dollars and cents 金銭の範囲を超える

**SPOTLIGHT ON MEANING**

Choose the best answer for each question.

1. The passage says that modern manga has borrowed
   a. many words from English.
   b. story ideas from foreign films.
   c. its drawing style from western art.
   d. some elements from foreign cartoons.

2. According to the passage, one of the main differences between western comics and manga is
   a. the kinds of stories they tell.
   b. the direction in which the panels are read.
   c. the shape of characters’ faces.
   d. the kinds of heroes we find.

3. According to the text, translated manga can help foreign people learn
   a. about Japanese culture and daily life.
   b. what’s popular in Japan.
   c. about Japanese history.
   d. how to speak Japanese.
According to the text, manga has influenced
a the fashion industry around the world.
b Hollywood movie makers.
c people who criticize Japan.
d foreign movie viewers.

According to the passage, the “Cool Japan” strategy tries to
a get Japanese more interested in foreign anime and manga.
b help Japanese be proud of their country.
c get people in other countries interested in Japanese pop culture.
d protect Japanese manga and anime from foreign competition.

ACTIVITY

It's sometimes difficult for foreigners to understand Japanese everyday objects.
What are these items?

A a stringed instrument shaped like a banjo, but it has no frets

B a table that has a heater and blanket

C folding square paper into a shape or object

D Japanese cushions used when sitting on a floor or tatami mats

E a stamp that people use instead of signing their names

What other items may be hard for non-Japanese to understand?

DISCUSSION

Why do you think Japanese pop culture is popular abroad? Introduce one thing from Japanese pop culture that you like. Explain why you like it.
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