

9a/b E (Li) – Aufgaben für die Zeit vom 23.03.2020 bis zum 03.04.2020 (!)

Dear students,

Continue your work on the article “Migrants used as pawns as EU takes a hard line”

1. Analyse how Naomi O’Leary informs her readers about the situation at the Greek-Turkish border. Focus on line of argument and rhetorical devices. The following worksheet serves as a guideline.
2. Comment on the “hard line” of the EU. Should the EU/ Germany allow the people who are waiting at the Greek-Turkish border to enter the EU? In writing your comment follow the step-by-step guide in your book, p. 34. You can also refer to p. 178.
3. If possible, swap your results (summary, analysis, comment) with someone from your class. Proofread each other’s text (language correctness and content – compare “summary” p. 179, “analysis” worksheet, “comment” p. 178). Have your results ready for the first lesson after the holidays. That means you do not have to email them before Easter.

In case you have questions, take the chance to get answers: vandelinde@gymga.de.

All the best!
M. van de Linde

E9a/b --- Answering analysis tasks

A text analysis always involves examining particular aspects of a text, for example...

- why it was written. (What is the author's intention?)
- how objective the text is. (Can readers trust the author or is the text one-sided?)
- how convincing the text is. (Will readers agree with the author?)

Do not confuse analysing with commenting. In an analysis you explain and examine, and you use examples from the text to prove your findings. That means you answer the questions "What? Where? To what effect?". By contrast in a comment you state your opinion, give reasons for your opinion and discuss other opinions.

Preparations: You must have a good overview of the text and its (argumentative) structure. Ask yourself questions like: What is it all about? How is the text structured? What is the writer's attitude towards his topic? What are his/her main arguments and how does he/she present them?

Analysis: Read the task carefully. Examine which aspects of the text you have to deal with. For example: "*Analyse how Naomi O'Leary informs her readers about the situation at the Greek-Turkish border. Focus on line of argument and rhetorical devices.*"

Notes: Read the text again and mark all the aspects that are relevant for your analysis.

Example:

| Text | notes |
|--|---|
| <p>Migrants used as pawns* as EU takes a hard line</p> <p>Europe Letter: Greek-Turkish border crisis couched* in talk of 'shields' and 'protection'</p> <p>Wed, Mar 4, 2020, 20:00 Updated: Wed, Mar 4, 2020, 20:44</p> <p>Naomi O'Leary Europe Correspondent</p> <p>The young man sank to the ground, blood covering his face as the crowd around him fussed at* his clothes in a vain* attempt to help.</p> <p>The shaky footage* was posted by BBC journalist Mughira al-Sharif, who said it showed the last moments of a Syrian man shot in the neck by Greek border guards as he tried to cross from Turkey.</p> <p>A spokesman for Greek police called me to insist* it hadn't happened. "It's absolutely fake. There is no such incident," he said hotly. The government later called it "Turkish propaganda".</p> <p>...</p> | <p>metaphor – migrants cannot act themselves, others push them around</p> <p>enumeration – the two words are similar and show that the EU thinks it must defend itself in the crisis</p> <p>line of argument – the author starts with a very concrete and dramatic situation that illustrates how horrible the situation is for the people at the Greek-Turkish border...</p> <p>... and that it is difficult to get trustworthy information.</p> <p>quotation – the author gives different opinions to show that she informs the readers objectively.</p> <p>...</p> |

Now analyse the line of argument and the rhetorical devices by completing the table:

| What? | Where? | To what effect? |
|--|--|---|
| A current incident and how differently it is reported | Beginning of the text (ll.1-12) | Shows that the situation at the Greek-Turkish border is terrible, creates sympathy with those that want to enter the EU and shows how difficult it is to get information one can trust. |
| Background information on the EU-Turkey deal on migration in 2016 | (ll.13-21) | ... |
| Examples of EU-critical coverage in Turkish and Russian media Contrasted with the terrible situation in Syria, where Turkey and Russia are involved in the war. | (ll. 22-26) ⇔ (ll.27-34) | Point out how the two countries who take an active part in the war in Syria (and are criticized because of that) - try to create a negative image of the EU instead |
| ... | (ll. 35-46) | Show that the EU has not done enough (that means solved the problems connected with the migrant crisis) since 2016 |
| ... Contrasted with... | (ll. 47-54) | Illustrate how much the way the EU deals with migrants has changed and to show the success of right-wing parties like the AfD as a reason for this change. |
| All in all with the clear structure O'Leary shows that something must be done and that the actions of the EU are problematic, just like those of Turkey and Russia. | | |
| --- | --- | --- |
| ... | " <u>Hundreds of thousands</u> have crossed, soon it will reach <u>millions</u> " | ... |
| ... | "Turkey disseminated video of Greek coast guards jabbing at a rubber dingy of people trying to cross by sea [...]. Moscow-run broadcaster RT went big on footage of frustrated young men tossing stones [...]" | ... |
| ... | "...handed Erdogan <u>an ace</u> ." | ... |
| ... | "As the EU draws its hard line, it has begun <u>speaking the AfD's language</u> ." | ... |
| All in all... | | |

The list of rhetorical devices on p. 174 can help you here.

Writing your analysis:

Introduction: Start with your main result, that means with an introduction that gives information on the text form, the text type and a thesis referring to the task. Do not state what you intend to do. Do not give the basic information on the text (like title, content, date of publication) once again.

| | |
|---|---|
| <p>Text form What is the text form? (poem, short story, play, extract from a novel, news report, a comment, speech)</p> | <p><i>In her news report Naomi O'Leary informs her readers in a detailed and sometimes emotional way about the situation of the people at the Greek-Turkish border.</i></p> |
| <p>Text type What is the text type? (Identify the author's intention for writing the text: For example, a text can be (mainly) informative or (mainly) argumentative.)</p> | <p><i>By giving background information, general information on the current situation as well as different perspectives on the situation in a coherent structure O'Leary allows her readers to form a well-balanced opinion. Rhetorical devices are used to point out how dramatic the situation is.</i></p> |
| <p>Thesis What are your main findings with reference to the aspects mentioned in the task?</p> | |

Body: Structure the body of your analysis. Every paragraph should deal with a single aspect of your analysis. Use connectives (like “additionally”, “furthermore”, “in contrast to”) to show logical links between the paragraphs.

Give enough, but not too much detail. For example, if you have to analyse the rhetorical devices, you should choose the three or four most relevant devices (i.e. the ones that occur most frequently or contribute most significantly to the effect of the text). However, keep in mind that you must always name the type of device, where you found it, and to what effect the author employs it.

| | |
|-----------------|--|
| Where? | <i>At the end of her news report (l. 54) Naomi O'Leary ...</i> |
| What? | <i>uses a personification of the EU and compares its position on migration and how it communicates this position with the language of the AfD...</i> |
| To what effect? | <i>in order to show that the EU position has changed and is now clearly anti-migration.</i> |

Quoting: You should use your own words if possible. However, you must use quotations (“As the EU draws its hard line, it has begun speaking the AfD's language.”(l. 54) from or references to the text (“At the end of her news report (l. 54) Naomi O'Leary...”)

Conclusion: Sum up your results, that is ...

| | |
|--|--|
| <ul style="list-style-type: none"> - ...whether (or not) the text is convincing - ...if or to what extent author informs the readership appropriately/ objectively | <p><i>By ... O 'Leary manages to raise reader's awareness of the fate of... and...</i></p> |
| <p>You should also point out which aspects contribute most significantly to your result.</p> | |

Style: Like a summary, an analysis needs a more formal register.