University Of Kurdistan

Reading media texts
Iran-America relations

Dr. Ebrahim Khodadadi

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Khodadadi , Ebrahim

دانشگاه کردستان

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Contents

Preface vii
Pronunciation Symbols ix
Abbreviations x
To the teacher x

Unit One
1.1 Vocabulary 1
1.2 What Is the Media? 6
1.3 What Is a Text? 8
1.3.1 History 8
1.3.2 Definition 9
1.3.3 Types and Functions 12
1.4 Media Texts 13
1.4.1 Headlines 14
1.4.1.1 Structure of Headlines 14
1.4.1.2 Dramatic and Brief Words 15
1.4.1.3 Application of Cultural Allusions or Associations 15
1.4.2 Body 15
1.5 Summary 17
1.6 Discussion 18

Unit Two
2.1 Vocabulary 19
2.2 The Islamic Conference : US renews call for dialogue with Iran 20
2.3 Multiple Choice Item Test 21
2.4 Discussion 22
2.5 Fill in the Blanks 23
2.6 Rewrite 23

Unit Three
3.1 Vocabulary 25
3.2 West Should Grasp Khatami's Olive Branch-Analysts 27

Unit Three (Continued)
3.3 Multiple Choice Item Test 30
3.4 Discussion 32
3.5 Fill in the Blanks 32

Unit Four
4.1 Vocabulary 34
4.2 Clinton Welcomes Iran's Conciliatory Remarks 35
4.3 Multiple Choice Item Test 37
4.4 Discussion 38
4.5 Fill in the Blanks 39

Unit Five
5.1 Vocabulary 41
5.2 U.S., Iran Begin Diplomatic Dance: Clinton Hails Call for 'Dialogue' 43
5.3 Multiple Choice Item Test 45
5.4 Discussion 47
5.5 Fill in the Blanks 48

Unit Six
6.1 Vocabulary 50
6.2 U.S. "Discussing" Policy towards Iran 50
6.3 Multiple Choice Item Test 51
6.4 Discussion 52
6.5 Fill in the Blanks 52

Unit Seven
7.1 Vocabulary 54
7.2 Hardliners Silent over Khatami's Call for a Dialogue with U.S. 55
7.3 Multiple Choice Item Test 58
7.4 Discussion 60
7.5 Fill in the Blanks 61

Unit Eight
8.1 Vocabulary 63
8.2 Text of Clinton's News Conference (on Iran) 64
8.3 Multiple Choice Item Test 66
8.4 Discussion 67
8.5 Fill in the Blanks 68

Unit Nine
9.1 Vocabulary 69
9.2 Islamic Unity, Oil Clout: A One-Two Punch 72
9.3 Multiple Choice Item Test 74
9.4 Discussion 75
9.5 Fill in the Blanks 76

Unit Ten
10.1 Vocabulary 78
10.2 Turkey PM Supports US-Iran Dialog 79
10.3 Multiple Choice Item Test 82
10.4 Discussion 83
10.5 Fill in the Blanks 84

Unit Eleven
11.1 Vocabulary 85
11.2 Analysis: Hussein insane? No, Say Experts But Iraqi Dictator is Viewed as Being Sadistic, Paranoid and Ruthless 87
11.3 Multiple Choice Item Test 89
11.4 Discussion 90
11.5 Fill in the Blanks 91

Unit Twelve
12.1 Vocabulary 92
12.2 Talking to Iran: Phone's Ringing. Wonder Who's on the Line 95
12.3 Multiple Choice Item Test 98
12.4 Discussion 99
12.5 Fill in the Blanks 100

Unit Thirteen
13.1 Vocabulary 102
13.2 Expert on Iran, Republican Lawmaker Pleads to Be Heard 103
13.3 Multiple Choice Item Test 106
13.4 Discussion 107
13.5 Fill in the Blanks 108

Unit Fourteen
14.1 Vocabulary 109
14.2 Radical Iranian newspaper calls for referendum on US ties 109
14.3 Multiple Choice Item Test 111
14.4 Discussion 112
14.5 Fill in the Blanks 112

Unit Fifteen
15.1 Vocabulary 114
15.2 Former US CIA chief calls for more flexible policy on Iran 114
15.3 Multiple Choice Item Test 115
15.4 Discussion 116
15.5 Fill in the Blanks 117

Unit Sixteen
16.1 Vocabulary 118
16.2 Shift by Iran Fuels Debate Over Sanctions 121
16.3 Multiple Choice Item Test 126
16.4 Discussion 129
16.5 Fill in the Blanks 130

Unit Seventeen
17.1 Vocabulary 131
17.2 Iranian Leader Plans to Address the U.S. on TV 132
17.3 Multiple Choice Item Test 135
17.4 Discussion 136

Unit Seventeen (Continued)
17.5 Antonyms 137
17.6 Fill in the Blanks 137

Unit Eighteen
18.1 Vocabulary 138
18.2 U.S. Awaiting Iranian Interview 138
18.3 Multiple Choice Item Test 139
18.4 Discussion 140
18.5 Antonyms 140
18.6 Fill in the Blanks 141

Unit Nineteen
19.1 Vocabulary 142
19.2 Playing the Iran Card :Without Iran, Clinton Still Holds a Bad Hand 146
19.3 Multiple Choice Item Test 154
19.4 Discussion 157
19.5 Fill in the Blanks 158

Unit Twenty
20.1 Vocabulary 159
20.2 A Dialogue on U.S., Iran 160
20.3 Multiple Choice Item Test 163
20.4 Discussion 164
20.5 Fill in the Blanks 165

Unit Twenty One
21.1 Vocabulary 166
21.2 Take Hussein Out and Reengage the Iranians 168
21.3 Multiple Choice Item Test 171
21.4 Discussion 172
21.5 Fill in the Blanks 173

Unit Twenty Two
22.1 Vocabulary 174
22.2 Iran no Obstacle to Mideast Peace -Italy's Dini 174
22.3 Multiple Choice Item Test 176
22.4 Discussion 177
22.5 Fill in the Blanks 178

Unit Twenty Three
23.1 Vocabulary 179
23.2 U.S. and Iran Have a Bridge to Rebuild 180
23.3 Multiple Choice Item Test 182
23.4 Antonyms 183
23.5 Discussion 183
23.6 Fill in the Blanks 184

References 185
Answer Keys 187
Appendix 1: Adjectives Used in the News 192
Appendix 2: Adverbs Used in the News 200
Appendix 3: Nouns Used in the News 202
Appendix 4: Verbs Used in the News 217
Appendix 5: Function Words Used in the News 227
5.1 Auxiliaries 227
5.2 Conjunctions 227
5.3 Determiners 228
5.4 Functional Adverbs 229
5.5 Names 230
5.6 Parafunctions 237
5.7 Prepositions 238
5.8 Pronouns 238
5.9 Abbreviations and Acronyms

Preface

Reading Media Texts: Iran-America Relations has been written to meet the requirements for a university course having the same title as the book. The underlying rationale behind designing the book has been the assumption that through media texts, its readers will be able to improve their English language proficiency via reading.

The purpose of *Reading Media Texts: Iran-America Relations* is neither to teach the so called journalistic English nor to present journalistic terms. There are a number of relevant books in the market, which accomplish this purpose. The readers, for example, might consult *Reading Journalistic English* (Tahririan, 1374), and *Meet the press* (Abbott, 1981).

The major purpose of *Reading Media Texts: Iran-America Relations* is to help its audience read and comprehend a number of original and authentic media texts that are closely related to each other in terms of one single theme. It is hoped that through reading these texts, the readers will have enough sample to study the way in which skillful and native English writers express their ideas and discuss the same topic from various points of view in the media.

The media, however, deals with various fields such as arts, business, and sports. Since covering all fields, presenting and discussing some of their representative articles would be next to impossible, *Reading Media Texts: Iran-America Relations* is limited to one field, i.e., politics. In addition to narrowing the scope of the book to one field, its theme has also been restricted to one topic, i.e., Iran-US relations, within a certain period of time, i.e., December 9, 1997 to March 18, 1998.

Reading Media Texts: Iran-America Relations consists of 23 units. The first unit introduces the media and elaborates on the nature of texts. Since this unit is pedagogic, general readers might ignore it and start from Unit Two. Similar to Unit Two, the other 21 units consist of a vocabulary section, which provides the definition and pronunciation of almost all difficult and unfamiliar words. This is followed by the reading

passage upon which a number of multiple-choice items have been constructed. These items will help the readers assess their comprehension of the text. Based on the article, a short discussion section is also developed to encourage the readers to evaluate the news and contribute to its enrichment. All units end with vocabulary exercises requiring the readers to use their receptive vocabulary knowledge in appropriate contexts.

Dr. Ebrahim Khodadady
Department of Applied Linguistics
Kurdistan University
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