

МИНИСТЕРСТВО НАУКИ И ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«Национальный исследовательский Нижегородский государственный
университет им. Н.И. Лобачевского»

Современные СМИ и их роль в жизни общества **Сборник текстов и заданий по английскому языку**

Практикум

Рекомендовано методической комиссией ИФИЖ
для студентов ННГУ, обучающихся по направлению
42.03.01 «Реклама и связи с общественностью»,
42.03.02 «Журналистика», 42.03.03 «Издательское дело»

Нижний Новгород
2019

УДК 811.111655.4/.5
ББК Ш143.21+Ч617я73-5
С 56

СОВРЕМЕННЫЕ СМИ И ИХ РОЛЬ В ЖИЗНИ ОБЩЕСТВА. Сборник текстов и заданий по английскому языку: практикум / сост. М. В. Золотова, Ю. Н. Карпова, А. О. Савицкая. – Нижний Новгород: Изд-во ННГУ, 2019. – 80 с.

Рецензент: д.ф.н., профессор **С.В. Постникова**

Настоящее пособие предназначено для студентов 1 и 2 курса дневного отделения ИФиЖ, обучающихся по направлениям «Реклама и связи с общественностью», «Журналистика», «Издательское дело».

Пособие содержит 7 разделов, каждый из которых содержит тематические тексты, а также предлагает комплекс лексико-грамматических заданий по предлагаемой тематике.

Задания направлены на закрепление основных аспектов грамматики английского языка, использование специальной лексики в устной и письменной речи, развитие навыков аудирования, монологической и диалогической речи.

Разнообразие предложенных в практикуме упражнений даёт возможность выполнять их в группах с разным уровнем владения английским языком.

Ответственный за выпуск:
зам. директора ИФиЖ ННГУ по методической работе
к. ф. н, доцент **Л.С. Макарова**

УДК 811.111655.4/.5
ББК Ш143.21+Ч617я73-5

Contents

Unit 1. Media.....	4
Unit 2. Newspapers.....	10
Unit 3. Radio.....	22
Unit 4. Film.....	37
Unit 5. Television.....	52
Unit 6. Advertising	58
Unit 7. New Media.....	72
Bibliography.....	79

Unit 1 Media

1a Read the text about newspapers in the UK.

Journalists write the stories, but the *editor* controls the contents of the newspaper. He/she decides which stories should go on *the front page*. Editors also write the *headlines* for the *main stories*. *The Sunday papers* have more *sections* than the *daily papers*, for example, they have a *sports section* with *reports* of different sporting events, a *financial section* with *articles* about money and a *review section*. This often has *interviews* with *celebrities* like film stars and singers. Newspapers are cheap in the UK and they make lots of money by including *advertisements*. *Online news* is one of the fastest growing areas of the media.

1b Put the words/phrases in *italics* in the correct column in the table and underline the stressed syllables.

People	Things you find in a newspaper	Other
<i>journalists</i>	<i>main stories</i>	<i>The Sunday papers</i>

1c In pairs, discuss the following questions.

- 1 Is the system of newspapers different in your country? How?
- 2 Do you read a daily newspaper? What is your favourite section?
- 3 Would you like to be a journalist or an editor? Why/Why not?
- 4 In what order were the things in the box invented?
- 5 Which of them have been the most important for
 - a) the world?
 - b) your personality? and
 - c) your country?

TV newspapers the Internet radio video

1d In pairs, do the quiz.

- 1 What is the most popular reality TV show in the world?
- 2 Which country makes the most films?
- 3 Which search engine is the most popular?
- 4 Which film is often voted the greatest ever?
- 5 Which quiz show is the most popular?
- 6 Which country watches most TV?
- 7 Which newspaper sells the most copies?

On Top of the Media

2a Read the text and choose the sentence which best expresses the main idea of it.

- Life before television
- The invention of the TV that changed the world
- Interesting facts about TV and film industry

“The mass media is a combination of information, entertainment and complete rubbish” D. Yandell

You may or may not agree with the psychologist David Yandell, but most people agree that the media has one key characteristic: it keeps growing and growing. These days, few people can remember life before television. And most of us have been influenced by the constant flow of words and images from screens or newspapers. Some of it is “complete rubbish” and some of it is wonderful. Here are some of the “firsts” and “bests” of the media world.

The No. 1 reality TV show: Big Brother. Like it or not, Big Brother is the most popular show of its kind. It was first shown in Holland in 1999 and has been broadcast in over twenty countries.

The No. 1 film industry: the Indian film industry (nicknamed Bollywood). More films are made in India than in any other country.

The No. 1 search engine: Google. Lots of information can be found by searching Google. In fact, it is used for over 250 million searches in 182 languages every day. It was named after Googol, which is the number, represented by one + one hundred zeros.

The No. 1 film: Citizen Kane. In lists of great films it usually comes first. It was made by Orson Welles in 1941 and tell a story of a media tycoon* (* *media tycoon* = a person who owns newspapers, TV stations, etc. They are rich and powerful).

The No. 1 quiz show of recent years: Who wants to be a millionaire?

It started in the UK in 1998 but has now been broadcast all over the world.

The No. 1 TV addicts: The US has 850 televisions per 1000 people, the world's highest number, and in the US they watch TV the most. By the age of sixty-five the average US citizen has spent 9 years in front of the TV.

The No. 1 selling newspaper: Yomiuri Shimbun. It sells ten million copies a day in Japan.

And some firsts...

- The TV was invented by John Logie Baird. He gave the first public demonstration in 1926.
- Ten years later there were still only 100 TV sets in the world.
- The first TV ad was for a clock, in New York in 1941. They paid nine dollars for the ad.
- The first video recorder (1956) was 1.1 meters high and weighed 665 kilograms, as much as a small car.

2b Read the text again and mark the sentences True (T), False (F) or No information (NI).

1 According to the article, most people think that the media contains a lot of rubbish.

2 People in Holland did not like Big Brother.

3 Googol is a number.

4 Orson Welles was a media tycoon.

5 Who wants to be a millionaire? is the most popular quiz show in history.

6 Americans watch more TV than any other nation.

7 Yomiuri Shimbun is a daily newspaper.

8 The first ever TV ad was very successful.

2c Tick (✓) any information in the text that you already knew. Write (!) if you were surprised by the information. Compare with a partner.

2d ▶ Track 1. Listen to the first part of an interview with a journalist and answer the question.

Is she talking about

a) types of journalist?

b) types of story?

c) types of newspaper?

2e ▶ Track 2. Listen to the whole interview. The journalist talks about the topics below. Number them in the order she mentions them.

a) Writing about people's private lives.

b) Celebrities who need publicity.

c) Newspapers which write only about celebrities.

d) Famous people who do something wrong.

2f ▶ Track 2. Listen again. What does she say about each topic? Make notes and then compare your answers with a partner.

2g In pairs, discuss the following questions.

1 What types of TV programmes do you like most of all? Why?

2 What other programmes do you watch?

2h Look at the words below and find:

1 five people who work in television.

2 four types of TV programme.

3 two pieces of television equipment.

4 a person who goes to a TV studio to appear on a programme.

5 a programme which goes "on air" at the time of the recording.

6 the people who watch a programme in a TV studio.

Cameraman, microphone, producer, audience, contestant, newsreader, live performance, quiz show, presenter, documentary, actress, chat show, TV camera, soap.

2i Use words in the box to make up your own sentences related to the topic *Media*.

2j In groups, discuss the following questions.

People who work in TV say “Never work with children or animals”. Why do you think they say this? What can go wrong on a live TV show?

2k ► Track 3. Listen to four people talking about what can go wrong on a live TV show. Write the number of the speaker next to the problems they talk about.

- 1 Technical problems: *speaker one*
- 2 Reading bad news
- 3 Forgetting to take off the microphone
- 4 Problems with furniture
- 5 People laughing
- 6 People getting nervous
- 7 Problems with names of places
- 8 People forgetting their words

2l ► Track 3. Listen again to check. What do they say about each thing? Make notes and compare with a partner.

TV show cheating

3a In pairs, discuss the following questions.

Do you think it is possible to cheat on a TV quiz show? How?

3b Work in pairs.

Student A: Read Text 1.

Student B: Read Text 2.

Answer the questions.

- 1 What was the TV programme?
- 2 What did the contestants win?
- 3 Why was there a scandal?
- 4 Who was involved in the scandal?
- 5 What happened in the end?

Text 1

WHO WANTS TO BE A MILLIONAIRE?

Since making its debut in September 1998, *Who wants to be a millionaire?* has become a worldwide hit. Four people have become millionaires (legally), seven have walked away with 500 000 pounds and seven have walked away with nothing.

On 10th September 2001 Charles Ingram became one of those lucky (and intelligent) people who won the big prize – a million pounds. So why, when he returned to the dressing room, did he have an argument with his wife? Why did he not celebrate? It was because they cheated, and they were nervous about being caught.

When the truth was revealed, nineteen months later, they were caught. During the show which Ingram won, viewers heard someone coughing regularly. It was a college lecturer friend of theirs, Tecwen Whittock. He was in the studio and every time he heard the correct answer, he coughed.

Ingram never admitted cheating, but viewers who saw the show said that the cheating was obvious. On some occasion Ingram actually changed his answer after coughs from Whittock told him he was wrong.

A doctor later said that Whittock suffered from allergy that was making him cough. But the 15,1 million people who watched a replay of the show on a later documentary, had other ideas.

Charles, his wife, and his friend were all found guilty of cheating and ordered to pay fines totaling 40000 pounds. Luckily for them, when they were sentenced, they were not sent to prison because of their young families and good jobs.

Text 2

THE MAN WHO NEVER LOST

USA, 1958. The quiz show contestant was sweating. He nervously looked around the studio where he was being filmed. The television cameras focused on his face. He thought hard. Finally he gave the answer to the question, and the crowd cheered. Millions of Americans watching in their homes, were happy that their hero, Charles Van Doren, was again the winner of *Twenty-One*. It was only later that the truth came out. The man whose fame meant that he received 500 letters a day, who appeared on the cover of the Time magazine and who had won more than 100000 dollars on the show, was also a cheat. TV quiz shows were very popular in the USA in the 1950s. And the idea that one person could keep on winning was especially popular. Audiences began to “support” this winner, and wanted to see him every week. The producer of *Twenty-One*, Dan Enright, decided that to keep his show popular, it was necessary to give Van Doren the answers before the show.

Herbie Stempel, the previous champion before Van Doren, was the person who revealed the truth. He told the public that contestants on the programme were given the answers and also taught what to do in front of the cameras: how to look nervous, how to pause and how to pretend to not know the answers. After an investigation which examined every moment of every *Twenty-One show*, Van Doren eventually admitted cheating. American TV had lost its innocence.

3c Tell your partner about your story. Use your notes to help you.

3d In pairs, discuss the following question.

Do you think people who cheat on quiz shows should be punished? How?

3e Play *Who wants to be a millionaire?* Work in two groups. Each group creates a list of questions belonging to different categories (Sport, Arts, Geography). Both groups complete the quiz questions, check the answers and choose the winner.

3f Now work with someone from a different group. Ask your questions. If your partner answers all the questions correctly he/she wins 1 million rubles. Count his/her score. Who is the quiz champion in the group?

Unit 2 Newspapers

British newspapers

1a In pairs, discuss the following questions.

1 Which newspapers do you read? Why?

2 What's the biggest news story in your country at the moment?

1b Read the text quickly and choose the best title.

History of British newspapers

Famous British newspapers

Broadsheets vs. Tabloids

Are broadsheets dying?

The British are great newspaper readers. The British newspapers are often thought of as either "qualities" or "populars". Quality papers are also known as broadsheets and popular papers are called tabloids.

The reason why the quality newspapers are called broadsheets and the popular ones tabloids was originally because they were different shapes. Broadsheet refers to the most common newspaper format, which is typically 11 to 12 inches wide and 20 or more inches long. Originally it involves two folds, both vertical and horizontal, six columns across. Fold a broadsheet in half and you've got tabloid size, although there is no standard for the precise dimensions of the tabloid newspaper format. Broadsheets are larger newspapers, traditionally associated with higher-quality journalism.

The newspapers have different readers, layouts and topics.

Quality newspapers are directed at readers who want full information on a wide range of public matters. Broadsheet newspapers are commonly perceived to be more intellectual in content than their tabloid counterparts, using their greater size to examine stories in more depth, while carrying less sensationalist and celebrity material. Broadsheets give their readers long, detailed reports on the latest news and focus on more serious things: politics, economy, government, international events, business, culture. "The Times" or "The Guardian" are typical broadsheets.

Popular newspapers appeal to people wanting news of a more entertaining character. So the tabloids are essentially mass entertainment. They have larger illustrations, bold headlines and a sensational prose style. Tabloids tend to be written with a simplistic, straightforward vocabulary and grammar; their layout gives greater prominence to the picture than to the word. This leads to an emphasis on gossip, emotion and scandal, and a significant reduction in the news content. Tabloids employ a form of writing known as tabloid journalism; this style emphasizes features such as sensational crime stories, astrology, gossip columns about the personal lives

of celebrities and sports stars, and junk food news. Typical examples for tabloids are "The Sun" or "The Daily Mirror".

The distinction is most obvious on the front page: whereas tabloids tend to have a single story dominated by a headline, broadsheets allow two or more stories to be displayed, the most important at the top of the page. While a broadsheet might spend dozens of column inches on "serious" news – say, a major bill being debated in Congress – a tabloid is more likely to zero in on a heinous sensational crime story or celebrity gossip. Tabloids also tend to be more irreverent and slangy in their writing style than their more serious broadsheet brothers. In a crime story, a broadsheet refers to a police officer, while the tabloid calls him a cop. So tabloids present a highly spoken and informal style. Broadsheets have many features in common with formal and written language. Informal language in tabloids tends to be highly attitudinal, emotional and colloquial (abbreviated forms, slang). It tends to employ first names, nicknames and diminutives. Formal language in broadsheets is more neutral and objective (full forms, no slang). It often makes use of titles and full names.

1c Read the text again. Which newspapers

- 1 are known as 'populars'
- 2 have a larger format
- 3 focus on the latest news
- 4 enjoy writing about celebrities
- 5 write about international events
- 6 employ 'quality' journalism?

1d Answer the questions.

- 1 How did broadsheets and tabloids get their names?
- 2 What readers are broadsheets and tabloids directed at?
- 3 Why are broadsheets considered to be more intellectual in content than tabloids?

1e Match the nouns (1-7) to their definitions (a-g).

- | | |
|--------------|-------------------------------------------------------------------------------------------|
| 1 vocabulary | a one of the vertical sections into which the printed page of a newspaper is divided |
| 2 topic | b one side or both sides of a sheet of paper in a book, newspaper etc. |
| 3 style | c the way in which the parts of something such as a page of a book, a garden are arranged |
| 4 page | d a subject that you talk, write or learn about |
| 5 layout | e the title of a newspaper article printed in large letters |
| 6 headline | f the particular way something is done |
| 7 column | g all the words that a person knows or uses |

1f Choose the adjectives that match

- the **writing style** of

1 broadsheets

2 tabloids

a irreverent

b intellectual

c sensational

d serious

e slangy

- the **language** of

1 broadsheets

2 tabloids

a formal

b attitudinal

c straightforward

d emotional

e neutral

f simplistic

g objective

h colloquial

1g Write the prepositions that follow these verbs and check your answers in the text:

to be known ...

to be directed ...

to focus ...

to appeal ...

to lead ...

to zero ...

to refer ...

1h In pairs, compare broadsheets with tabloids. Think about the following: *newspapers' size, readers, layouts, topics, style and language.*

Headlines

2a In pairs, discuss the following questions:

1. Why are newspaper headlines important?

2. Do you find it difficult to read headlines in English? Explain why/why not?

2b Understanding headlines in a foreign language can be difficult. Look at the headlines in Exercise 2c and decide what you think each story is about.

2c Match the headlines (1-8) to their everyday English equivalents (a-h).

1 Paris probe proves palace innocent	a The government is going to close 3,500 post offices
2 Love's Labour's Lost	b The US government is not keen on a new environmental policy
3 Choose That Girl! Madge jets to Africa to adopt girl	c A family dog has been brutally killed
4 US cool on climate change	d An investigation into Princess Diana's death shows the British royal family were not involved
5 Weeping mum damns teenage killer thug	e Labour's Prime Minister and Chancellor of the Exchequer do not agree on government policy
6 Family's pet dog butchered	f A popular comedian, who pretends to be a rapper, is in trouble with the independent Television Commission for using offensive words on TV
7 Comedian rapped over slang word by TV watchdog	g A singer Madonna has flown to Africa to adopt a child
8 Government to axe 3.500 post offices	h A mother refuses to forgive the people who killed her daughter

2d Look at the headlines in Exercise 2c again. Decide which of the following questions can easily be answered by reading them.

- What happened?
- Where did it happen?
- When did it happen?
- Why did it happen?
- Who did what?

2e In pairs, discuss the following questions.

- 1 Which of the headlines got your interest? Why?
- 2 Which headlines would you put on the front page of a newspaper? Explain your choice.
- 3 If you were the editor of a popular daily, which would be your lead story (the most important story of the day)? Explain your choice.
- 4 How do you think the stories continue?

2f Look at the headlines in Ex. 2c again and answer the questions below.

- 1 Which of the following kinds of words are omitted from the headlines?
articles, auxiliary verbs, main verbs, nouns, pronouns
- 2 Which of the following verb forms are used?
to + infinitive, present simple, past simple, past participle

3 Which of the following are used?

abbreviations, commas, full stops, exclamation marks

3a Look at the following sentences which have been turned into headlines. Make a list of what changes have been made to turn them into headlines.

1 Three people have been killed in a terrible shop fire. – **Terrible shop fire kills 3**

E.g.: Articles, prepositions and one noun have been omitted; passive to active; present perfect to present simple; word to numeral (three/3)

2 The Boston Red Sox have humiliated the Toronto Blue Jays, who lost 8-0 – **Boston Red Sox humiliate Toronto Blue Jays 8-0**

3 Police mistakes have led to 185 crimes not being detected. – **Police mistakes: 185 crimes not detected**

4 A judge has sentenced a lottery winner to jail for a bank robbery. – **Lottery winner jailed for robbery**

3b In pairs, turn the following sentences into headlines.

1 A very rare breed of bird has returned to the United Kingdom after more than 400 years.

2 A drunk driver caused an accident on route 95 which resulted in two people being killed.

3 The Australian Prime Minister is going to open a new hospital in Melbourne.

4a Newspapers use several language devices in order to create eye-catching headlines. Complete the following table using more examples from the headlines in Exercise 2c. Some headlines may go in more than one column.

Language device	Example	More examples
Play on words words with more than one meaning	US <u>cool</u> on climate change (cool = not warm; to be cool on = to not be keen on)	<i>Comedian <u>rapped</u> over slang word by TV watchdog.</i> <i>(to rap = to criticize sb formally; to rap = to perform rap)</i>
Cultural references	Love's Labour's Lost (the name of a play by Shakespeare)	
Alliteration the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together	<u>P</u> aris <u>p</u> robe <u>p</u> roves <u>p</u> alace <u>i</u> nnocent	

Emphatic language words which have a similar effect	<u>Weeping</u> mum <u>damns</u> teenage killer thug	
---------------------------------------------------------------	--------------------------------------------------------	--

4b The tabloid press sometimes uses words that are not common in everyday English. This is known as *tabloidese*. Match each of the underlined *tabloidese* words in the sentences (1-5) to their meanings (a-e).

- | | |
|--------------------------------------------------------------------------|---------------|
| 1 Guilty pupil <u>vows</u> to return stolen exam papers | a anger |
| 2 Husband and wife <u>row</u> keeps neighbours awake | b a mistake |
| 3 Government <u>blunder</u> : 1 million taxpayers' personal details lost | c to promise |
| 4 Voters' <u>fury</u> at election results | d to question |
| 5 Police <u>quiz</u> man over Greenwood Bank robbery | e an argument |

4c In pairs, discuss which language devices have been used in the following headlines and what each story might be about.

- Titanic disaster: new cruise ship has no customers**
- European Union: to be or not to be?**
- Gorgeous George – Clooney conquers Cannes**
- Bomb carnage kills 1 and injures 26**
- Space reality show axed**

Newspaper articles

5a In groups, discuss the following questions.

- How objective are newspapers in your country?
- What do you know about the political slant of newspapers in English-speaking countries?
- Do you think newspapers should be objective? Explain why/why not?
- Which kind of article do you prefer: opinion-based or fact-based?

5b Some years ago a shopping centre in Britain decided to ban people from wearing hoodied tops (hoodies). In groups, discuss the following questions.

- What do you think was the reason for banning hooded tops?
- How do you think this might be reported in the press?

5c Read the following two headlines from the British national press. In pairs decide which of the following adjectives best describe the slant each of the articles will have.

liberal emotive conservative reactionary neutral

- Reclaim our streets: hoodies and baddies
- Under that hoodie is a child like yours

5d Choice of vocabulary can affect the slant of a newspaper article. Look at the following vocabulary items from the two articles. In pairs, decide which words are more emotive and which are more neutral.

muggers	teenagers
low-level disorder	crime epidemic
law-abiding	outsider
fed up with	intimidated
terrorise	yobs
ban	shoplifting
discrimination	weapon

5e Read the two articles. Match the headlines to the articles. Were your predictions in Exercise 5c correct?

A

THEY are the uniform of thugs and muggers and the sight of young people wearing them makes law-abiding citizens feel scared.

Hooded tops and baseball caps have been adopted by cowardly yobs and down the land to hide their faces from CCTV cameras while they commit crime or terrorise victims unable to identify them.

So the decision by Bluewater shopping centre in Kent to ban the clothing has pleased people fed up with constant intimidation.

The Prime Minister backed the decision. He said: "I agree with it."

The Bluewater ban will be met by cries of discrimination from innocent teenagers who argue they should be allowed to wear what they want.

But police say that more than half of robberies in some parts are carried out by thugs in hoods and baseball caps – a gang-style look made popular by US rap stars such as Eminem.

The ban is no different to stopping people wearing crash helmets in banks in an effort to prevent armed robberies. It may also help to stop Britain's retail crime epidemic, which is said to cost the industry £2 billion a year. A similar scheme in Basildon, Essex, led to a decrease in shoplifting.

B

Does Prince William own a hoodie? Do the Prime Minister's children have these clothes in their wardrobes? I imagine they do because for teenagers they are almost a uniform.

Some hoodies may even have been bought at the Bluewater shopping centre in Kent, which banned the wearing of hoods and baseball caps in its centre.

The Prime Minister approves of the ban as he has realized that many voters feel anxiety about yobbishness and 'low-level disorder'.

Many people feel intimidated and threatened by gangs of kids on their bikes with their hoods up. Kids hanging around on street corners, in front of cafes, in parks... Often they do not harm, but they don't move out of the way for old ladies, for women with pushchairs, for anyone. They behave as if they own the streets and most of the time most of us let them.

Yet to blame all this on clothes is too simplistic. To continue anti-social behavior with a clothes item worn by everyone from Coldplay singer Chris Martin to the middle-aged man going to the gym is a mistake.

It is true that hoods and caps provide anonymity for those up to no good. They cover faces and make it impossible for victims to recognize their attackers. What's more, they are the prime weapon against what we are told will ultimately protect us: CCTV. They record crimes as they are happening, but do nothing to prevent them happening. In such an environment there is a feeling that the streets and town centres do not properly belong to us and the hoodie has become a symbol for those we fear have taken control.

The challenge is to make these hooded kids feel part of something. The youth with his hood up is in his own little world: he becomes an outsider.

The moment he takes it down he may look surprisingly like one of your own children.

5f Read the first paragraph of the articles again. How do they differ in the way they engage the reader's attention?

5g In pairs, look at the following statement and discuss whether you agree with it. Explain why / why not.

"All words have bias. No choice is impartial."

5h Look at the articles and headlines again. Make a list of the words the journalists use to refer to (1) young people and (2) crime. In pairs, discuss what effect this creates.

5i Read the articles again and decide if the following statements are True or False.

- 1 All teenagers wear hoodies.
- 2 The Prime Minister thinks that banning hoodies is a good idea.
- 3 In some areas of the country more than 50% of robberies are committed by people wearing hoodies and baseball caps.
- 4 According to the writer of the second article, most people let gangs of kids do as they want.
- 5 Both articles see a connection between young people feeling alienated from society and the wearing of hoods.

5j In pairs discuss the following questions.

- 1 Does your country have similar problems with young people?
- 2 Which article do you agree with the most?
- 3 What effect do you think each article will have on its reader?

6a Match the cohesion techniques (1-4) to the examples from the articles (a-d).

1 use of personal pronouns

2 word groups/synonyms

3 use of linking words

4 omission of words that can be understood from the previous text or context

a It is true that hoods and caps provide anonymity for those up to no good.

b Some hoodies may even have been bought at the Bluewater shopping centre in Kent, which banned the wearing of hoods and baseball caps in its centre.

c The Prime Minister backed the decision. He said: "I agree with it."

d Yet to blame all this on clothes is too simplistic.

6b In pairs, find more examples of each technique in the articles.

6c Underline the pronouns in the following extract from the second article.

Then say what or who they refer to.

E.g.: They record crimes – 'they' refers to CCTV cameras.

They record crimes as they are happening, but do nothing to prevent them happening. In such an environment there is a feeling that the streets and town centres do not properly belong to us and the hoodie has become a symbol for those we fear have taken control.

6d Look at the underlined words in the extracts below and then answer the following questions.

- The Bluewater ban will be met by cries of discrimination ...
- ... Britain's retail crime epidemic, which is said to cost the industry &2 billion a year.

1 Are the underlined structures active or passive?

2 Why is this structure used in each sentence?

a To avoid mentioning who does the action.

b To create cohesion: the subject of the sentence is the same as the topic of the previous sentences.

6e In pairs, make a list of other passive structures in the articles. Then decide why the passive is being used.

6f Now write an article about anti-social behaviour in your country. Remember to use the techniques from this unit, including the passive, to make your article more cohesive.

Planning and writing a newspaper article

7a Look at the statements about news writing. Number the statements from 1 to 5: 1=strongly agree, 5=strongly disagree.

- Journalism, in the Anglo-Saxon tradition, is informal rather than formal.
- The most important things in a good news story are shock, surprise and contrast.
- A good journalist can always write a short story, even if they would prefer to write a longer version.
- If you can't get the reader's attention in the first sentence, they won't bother to read the rest of the story.
- It's house style, not good journalism, that makes a newspaper successful.

house style – the preferred style of spelling, punctuation, etc. used in a publishing house or by a specific publication

7b In groups, discuss your answers to Exercise 7a

8a Have you ever written a newspaper article? If so, what steps did you follow? Look at the steps for writing a newspaper article below and put them into a logical order.

- Check your article for mistakes
- Plan (organize and paragraph your ideas)
- Brainstorm the topic (write down ideas connected to the article)
- Research the story
- Write the introduction
- Conclude
- Write the main body of the article

8b Read the ideas that a journalist brainstormed for an article. Then write a sentence summarizing what you think the newspaper article will be about.

Where? *private kindergarten in Ipswich, Suffolk*

When? *11-12 pm?*

How? *broke wall with tools*

Victims? *a nursery school: "We were so shocked we were targeted when we are just a nursery".*

What taken? *a safe*

Police: *"We are doing all we can to arrest the thief."*

8c Look at the headline of the article. Does it give you any extra information about the story?

Gang breaks into kindergarten through hole in the wall

8d Read the main body of the article that has been written based on the notes in Exercise 8b. Is the summary you wrote in Exercise 8b correct?

Manager Jacqui Mayes, 27, said “We were so shocked we were targeted when we are just a nursery. They caused so much damage to get in. It seemed premeditated. It looks like they had the right equipment for the job.”

Ms Mayes said her 20 staff at the kindergarten, which is attended by 130 young children, were baffled by a highly professional raid. There’s no way anyone could have known how much money was in there and the safe could not be seen through the window as the glass is tinted.

8e In pairs, look at the following possible introductions to the article (1-3). Choose the best one and discuss what is wrong with the others.

1

Thieves broke into a nursery school yesterday and took whatever they could. According to the witness they must have used a wheelbarrow to move the loot. The criminals have vanished into thin air.

2

A burglary took place in Ipswich sometime yesterday. The thieves made a big hole in the wall when they entered. It sees a certain amount of money was found and stolen. Police say they do not have any clues but they know these kinds of burglaries are quite common in the country.

3

Staff at Ipswich private Kindergarten in Suffolk were shocked after thieves smashed a wall exactly where the safe was. The heavy cashbox containing about \$1,200 was taken away in the nursery’s wheelie bin.

8f Now look at the following possible conclusions to the article (1-3). Choose the best one and discuss what is wrong with the others.

1

The kindergarten joins a list of victims of crime in Britain. We hope the police catch the criminals soon.

2

“One thing we have noticed is that our wheelie bin has been stolen,” she said. “We believe they used a wheelbarrow to move the safe from the office to the wheelie bin and then used the wheelie bin to take it away. Police have been here and the scene has been fingerprinted. We can only hope someone is caught for the burglary.” A police spokesman said: “We are doing all we can to catch the culprit.”

3

The victims said they had noticed that their wheelie bin had been stolen and think it is connected to the burglary. The police have been to the kindergarten and are doing as much as possible to catch the thieves.

8g Look at the following notes written by a journalist about theft of a prize cat. In pairs, write a short article for a newspaper. Use the techniques described in this unit to help you.

Where? Purrfect Parlour, Cambridge's famous cat-grooming centre

When? about 3 am

How? broke a window

Victims? Mrs Hill, owner of the prize-winning show cat, Mumu, and Mr and Mrs Banns, the owners of Purrfect Parlour. 'We were so shocked that anyone would want to steal innocent cats!'

What taken? Mumu, Cambridge Cat of the Year and several other pedigree cats.

Police: "Pets are like family members. The owners are very distressed. We are doing all we can to rescue Mumu and other cats and return them to their homes."

8h Exchange your story with another pair. Read and make any corrections to their article and give it a headline.

8i In groups, research a local news story. Make notes and write an article for an English-speaking newspaper.

Unit 3 Radio

Is radio still popular?

1a In pairs, discuss the following questions.

- 1 Which do you prefer: TV or radio? Explain why.
- 2 How often do you listen to the radio?
- 3 Do you think radio is still popular? Explain why / why not?

1b Read the text “*Why do so many people still listen to the radio?*” and answer the questions that follow.

There are many answers to this question. Radio is popular with people who drive and want distraction, like long-haul truckers and daily commuters. It is also popular with people eager to share their opinions or their problems. They can speak freely on talk radio. An even more enthusiastic segment of radio listeners is composed of people who feel that mainstream media ignore their point of view.

Nearly every person has listened to music after dark on an unfamiliar road. Radio waves travel farther at night, and listeners pull in distant stations, with mysterious immediacy.

Commuters listen to stations that specialize in traffic and weather updates, and provide snippets of sports and news. Other commuter stations try to grab an audience with drive-time comedy, which can shade into political commentary or news stories.

Some talk show hosts are national stars. Their fans listen excitedly, buy their books, and attend their speeches. The great value of these shows is that those who call in can speak their minds in an open forum.

Other radio personalities discuss personal finance, cooking, gardening, medical questions, or personal problems. These experts offer knowledge, useful advice, and a sense of community.

Late at night, certain stations run programmes discussing space-alien invasions, paranormal phenomena, or alternative views of human history. These shows have audiences, but they do not appeal to mainstream tastes.

Music is a prime reason people listen to the radio. Each listener can choose a style that reinforces his or her worldview in a way that feels sweet and fitting. Country music, rock, salsa, rap, classical, baroque, romantic, and operas can all be found somewhere on the radio. For listeners whose antennas cannot pull in their chosen genre, internet radio presents a Pandora’s box of music.

- 1 Who are radio listeners? Explain why?
- 2 Which category of radio listeners do you belong to?
- 3 What radio programmes do you prefer? Why?
- 4 Can you give any other reasons why people still like radio?

1c Find words in “Why do so many people still listen to the radio?” which mean

- 1 a driver who transports goods or passengers over long distances
- 2 a person who travels into a city to work each day, usually from quite far away
- 3 traditional or established broadcasting
- 4 new and more accurate information
- 5 a small and often interesting piece of news, information
- 6 the times during the day when many people are listening to the radio in their cars travelling to work
- 7 the people watching or listening to a particular television or radio programme

Understanding the language of radio presenters

2a Look at the BBC radio stations below and discuss the following questions.

- 1 Do you ever listen to BBC radio? What do you listen to?
- 2 Which station below would you most like to listen to?

2b Match the BBC radio stations (1-6) to the genres (a-f).

- | | | |
|---------------------------|----------------------------------------------------|-----------------------------------------------|
| 1 BBC radio 1 | The best new music and entertainment | a Classical music |
| 2 BBC radio 2 | The most listened-to station in the UK | b Global news and documentary |
| 3 BBC radio 3 | Classical jazz and world music, drama and the arts | c Popular music: youth-oriented |
| 4 BBC radio 4 | The home of intelligent speech radio | d News and sport |
| 5 BBC radio 5 live | The home of live news and live sport | e Easy-listening music: adult-oriented |
| 6 BBC Worldwide | Impartial news and reports from around the world | f News, current affairs and arts |

2c ▶ Track 4. Listen to the following excerpts from different radio stations. Decide which genre of radio station they belong to. Use the genres a-f in Exercise 2b to help you.

- 1 Popular music or easy-listening music
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2d ► Track 4. Listen again and tick (V) the phrases that you hear.

Introducing the show/presenter/DJ

__It's 6 o'clock on Monday 24th September. This is the *Morning Show* with John Gray in London ...

__It's 8 o'clock, and you're having breakfast with me, Amanda Green.

__And now it's time for *Everyday Women*...with Carla Morris.

__You're listening to UK Radio FM.

__I'm Gemma Wilson and welcome to *In focus*.

__I'm Mo Ace and this is a free podcast.

Introducing guests/features /news

__In this programme, we'll be talking to the education minister about student debt.

__Let's talk to Jonathon White, our football correspondent.

__Still to come in the next half hour, we interview ...

__We'll be speaking to the Prime Minister at ten past eight.

__ but now over to the newsroom.

__This week, Rahim Anwar presents a programme about the poet Auden ...

__Coming up, the news, with ...

Introducing music

__Next up is *All Summer Long* by Kid Rock.

__We've still got Madonna's *Ray Of Light* to play for you, and a track from The Beatles, but first, The Foo Fighters' *Learn To Fly*.

__That was the Saturdays with *If This Is Love*.

__Before that you heard *Forever* from Chris Brown.

__Here's the second movement of Beethoven's *Emperor Concerto*, performed by the Berlin Philharmonic Orchestra and conducted by Heinrich Erhard.

__This is the brilliant Nick Cave with *Into My Arms*.

2e Correct the mistakes in the following extracts from radio broadcasts.

1 You're listening at Radio Australia. I'm Gif Brennen and welcome at *Good Morning Australia*.

2 Here's Bach's Concerto for keyboard in D major, performed with Alison Balsom and Colm Carey.

3 It's Tuesday the 19th January. This is *Report*, with Bill Noles and Justine Welsh. Still to come in the next half hour, we'll be interviewing to Janie Kirk.

4 That was Coldplay by *Vivo la vida*. Before that, you heard *Rockstar* of Nickelback.

5 This week, John Walsh presents a progamme with finding work on the Internet.

2f ► Track 5. Listen to the extracts and check your answers.

2g Imagine you had a 15-minute slot on a national radio-station. What genre would it be? What music would you include? How would you introduce it? Write the script for your slot.

2h Read your broadcast 'live' to your class. As you listen to the different broadcasts, decide who you think would make the best DJ/radio presenter.

3a In pairs, discuss the following questions.

1 Would you like to work in radio? Explain, why / why not?

2 Do you know anyone who works in radio? If so, how did he/she find the job?

3b Read the radio commissioning brief and answer the questions.

1 What is a radio commissioning brief? 2 Who do you think wrote this brief?

3 Who is it written for? 4 Where would you expect to see this type of document?

<p>Listeners London 1 is a voice of young London and serves a key audience: the under – 25s.</p>	<p>but the audio is only part of what we are commissioning. Producers will be expected to provide, in addition to the broadcast programme:</p>	<p>discussion with two guests -Two ten-minute packages -One twenty-minute package</p>
<p>Music is at the heart of the station, which is the most listened-to youth station in London, with an audience of nearly 60% of London's 15-24s.</p>	<p>Content -Selected highlights to be played in preceding programmes to trail ahead to the documentaries</p>	<p>Content All documentaries must be based on the highest journalism standards and deal with the subject matter in an appropriate and interesting way. They should also, where possible, try to avoid being too serious. Their approach should be innovative and include interviews with people who are interesting and a little out of the ordinary. Editors should make use of all the tools that sound engineers have available.</p>
<p>Documentaries When it comes to documentaries, the audience is interested in the world around them, but does not want to be lectured or told what to think. The tone and approach must always be peer-to-peer rather than parental. London1 will continue to commission documentaries to entertain and engage,</p>	<p>-A dry version for podcasting (current podcast consumption stands at around eleven thousand downloads a week, so this is an important audience) -A piece of visual for the London 1 website to be used for viral marketing.</p>	<p>All programmes commissioned by London1 will be subject to the relevant guidelines, including the Editorial Guidelines. Copies of these guidelines can be</p>

accessed on very stressful for lots of around &3,000, though www.London1/info/gu reasons; families, some budgets are subject idelines. expectations, eating to foreign travel, and are likely to be higher.	
Areas that London 1 is looking at for documentaries in the next four months	The commissioning process
there are also the recurrent themes of mental health, exam revision, and career decisions and choices.	To formally submit a proposal, please complete the proposal by midnight, 16 May. The Commissioning Team intends to communicate commissioning decisions by the beginning of June, and we plan the documentaries to go on air from August through until early next year. We aim to give feedback to everyone who submits a proposal
Additional Requirements	
<u>Music based:</u> Madonna, Duffy, U2, Dr Dre, Coldplay, Green Day, Usher, Rick Rubin, Elbow.	Details of cues, billings and support material are outlined in a separate document that can be accessed on London1's commissioning website: www.London1/commissioning/
<u>Social issue based:</u> The environment; World Aids Day; back to school / new beginning at school/ university/ work; life changes; how Christmas can be	Price The cost of a London 1 documentary is

3c Read the commissioning brief again and answer the following questions.

- 1 Who listens to London 1?
- 2 Apart from the audio documentary, what else does the producer have to provide?
- 3 How many formats can the producer choose from?
- 4 What kind of documentaries does London1 want to commission?
- 5 Why are two web links included?
- 6 What is the budget for a London 1 documentary?
- 7 When is the deadline for proposals?
- 8 When will the documentaries be broadcast?

3d Complete the following definitions using words in bold in the commissioning brief.

- 1 A pre-recorded radio item which can include all or some of the following things: interviews, comments, music: package
- 2 Length and structure: _____
- 3 A digital medium that is distributed over the Internet and can be listened to on a personal computer or portable player: _____

4 A pre-recorded item which includes only the spoken word – that is, no music or sound effects: _____

5 Words said by a DJ/presenter to introduce and link segments/music: _____

6 Most important listeners: _____

7 To promote with a preview: _____

8 To be broadcast: _____

9 A technique that uses established social networks to promote a product: for example, friends forwarding a funny video clip by email: _____

3e In groups, discuss the following questions.

1 If you were to produce a documentary for London 1, which of the topics mentioned in the brief would you choose?

2 If you were to commission a documentary for a national radio station in your country, what subject would you commission it about? Explain why?

Understanding the production process

4a Read the following statements about radio. Number the statements from 1 to 5: 1 = strongly agree, 5 = strongly disagree.

- Radio is an out-of-date way of receiving news and listening to music.
- The quality of radio programmes is higher if the radio is state-funded.
- All radio DJs/presenters are waiting for the opportunity to be on TV.
- Young people no longer listen to the radio.

4b In pairs, compare and discuss your answers.

4c Complete the definitions (1-11) using the words in the word web that follows.

1 List chosen from a longer list: *shortlist*

2 Sequence of stories in a radio show: _____

3 Events that are happening as we speak: _____

4 The most important stories: _____

5 To give instructions/information: _____

6 Stories to be included in a programme: _____

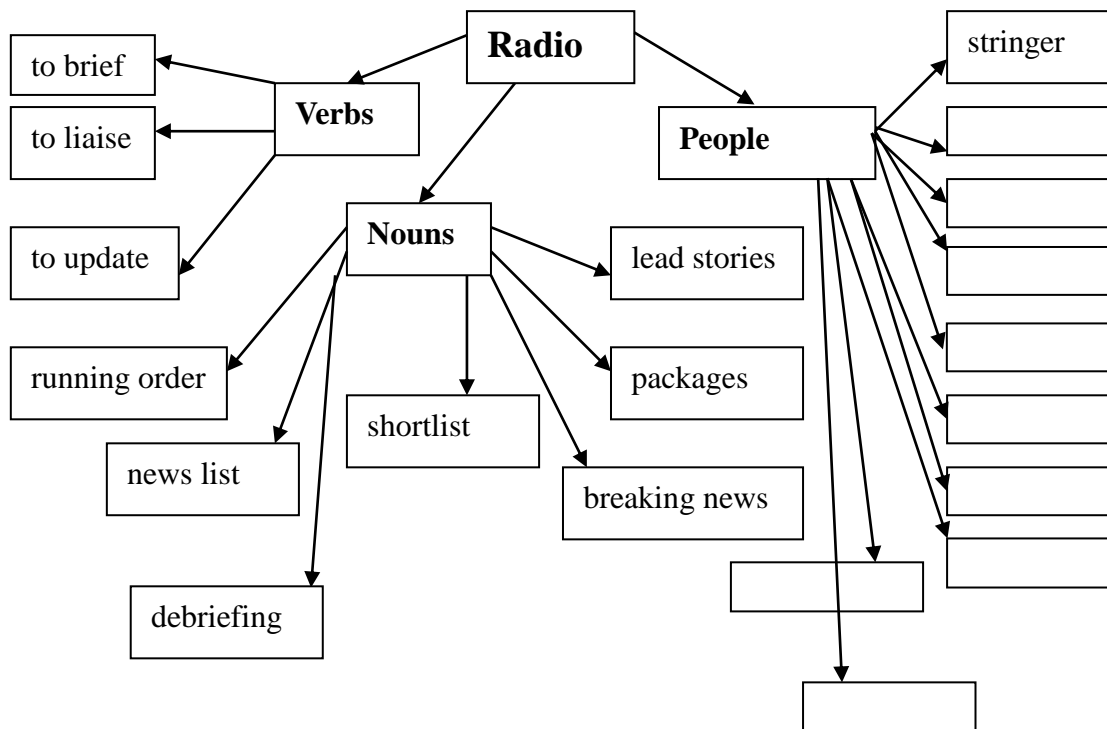
7 Pre-recorded radio items which contain interviews, comments, music, etc.: _____

8 A freelance journalist: _____

9 Detailed discussion about work that has been done: _____

10 To add the most recent information: _____

11 To speak to people in order to exchange information with them: _____



4d *To brief* and *to update* can also be used as nouns – *a brief, an update*. Which of the nouns in the word web can also be used as verbs?

4e The magazine extract is from a profile of Dawn Henderson, a producer for the current affairs radio show *Good Morning Australia*. The profile was published in an Australian magazine in an article from a series called *A Day in the Life of...* Complete Dawn’s typical 24-hour schedule using the terms in the word web in Exercise 4c.

<p>9 am Arrive at work. Read all the newspapers, check breaking news on satellite. Start preparing (1)_____.</p> <p>11 am Morning meeting with editor, deputy editor, broadcast journalists and researchers to discuss news list and decide (2)_____ for tomorrow’s programme.</p> <p>11.30 am In newsroom, tell researchers and</p>	<p>reporters who to interview for research and who to invite to tomorrow’s programme. Contact (3)_____ if necessary. Decide (4)_____ of programme.</p> <p>12 – 4 pm Afternoon news meeting with staff from morning meeting and overnight producer, journalists and researchers to tell them which stories will be (5)_____ and which will be dropped, and which scripts need to be written.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4 – 7 pm

Listen to (6)_____ for show. Edit as necessary. Speak to presenters on phone to (7)_____ them about running order of programme. Keep in regular contact with journalists and researchers. Solve any problems that occur. Change focus of news items if necessary.

7 pm – 3 am

At home. Watch evening news and late news to be aware of any (8)_____.

3 am

Return to work. Check news again. Check running order, scripts and audios. Give new stories to reporters on duty if necessary.

5 am

Talk presenters through show: explain the script and who does which interviews.

6 – 9 am

On air. (9)_____ news list to react to breaking news. Deal with guests who are late or don't arrive. (10)_____ with studio manager to check outside broadcast lines are OK. Speak reporters about what you want them to say during interviews.

9 am

(11)_____. Discuss what worked and didn't work on the show. Email debriefing note to overnight staff.

4f Would you like to do Dawn Henderson's job? Explain why / why not?

4g Complete the 'People' section of the word web in Exercise 4c using words in the extract. Can you add more vocabulary to the word web?

4h In pairs, discuss whether you think word webs are a good way to learn vocabulary. How do you learn vocabulary? Compare your ideas.

5a ► Track 6. Listen to Dawn Henderson giving instructions in the newsroom. Which of the following items does she mention and in what order?

- Children's names
- Schools closing
- Global warming
- Rising house prices
- World War II
- A new museum

5b ► Track 6. Listen again and tick the phrases that you hear.

A

Can/could you deal with ...?

I want you to ...

I'd like a(n) ...

Speak to ...

Use ...

Contact ...

B

Do you mean ...?

Shall I ...?

Should I ...?

Would you mind ...?
 Will you ...?
 You'll need to ...

5c Choose the best title for columns A and B from the following list.

- Checking editorial content
- Checking instructions
- Giving instructions
- Managing an editorial meeting

5d Which phrases in column A are the most direct and which are the most indirect? What effect can using direct and indirect instructions like this have?

5e Complete the following table using the phrases in Exercise 5b by a noun, a gerund (-ing) or by the infinitive.

+ noun or person	+ gerund	+ infinitive
<i>Can/could you deal with <u>the piece</u> about ...</i>		

5f Correct the mistakes in the following sentences.

- 1 Shall I to use our contracts database?
- 2 I like a five-minute package on that story.
- 3 I'd like you briefing the guests thoroughly.
- 4 I want you liaise our stringer in San Francisco.
- 5 Could you mind checking the story for accuracy?

5g In groups, role play a meeting to decide the content for a radio package about learning English in your country. Use you own ideas and the notes to help you. Student A, you are the producer; Student B, you are a researcher; and Student C, you are a reporter. Swap roles and practice again.

Possible ideas for Learning English package.

- *Why is learning English important?*
- *Is English taught at school? What ages? How many hours? Interview: teachers/educationalists/parents.*
- *Do private English schools exist? Who is their market? Young learners, adults, business people, other? Interview private language school owner.*
- *What other ways of learning English are there? Private lessons, other?*
- *Are initiatives for learning English successful?*
- *Why / why not? Interview a selection of learners giving their views.*
- *Other?*

Planning a news list

6a In groups, discuss the following questions.

- 1 If you had to make a *news list* for a thirty-minute current affairs programme tomorrow morning, which six stories would you include? Explain why?
- 2 What would be the running order?

news list (noun) – a list of stories to be included in a programme. It is written by the producer for the news team. There is a summary of the stories and how they are to be covered, and information about who to contact for interviews, opinions, etc.

6b Look at the box below. It contains some vocabulary taken from Dawn Henderson's news list for the first thirty minutes of *Good Morning Australia*, which you heard being discussed in Exercise 5a. For each story there are two words/phrases. Guess which pairs of words/phrases are from the same story, and discuss what you think each story will be about.

World War II schools homeless shelter global warming house prices names
cruelty honour museum estate agent birth rate overhyped

I think 'estate agent' and 'house prices' are from the same story. It will probably be about how expensive it is to buy a house these days.

6c Read the news list to see if your predictions were correct.

News list, 29 January

1 House prices in Australia are continuing to rise, estate agents have announced.

Interview an estate agent and prepare a package with a first-time buyer explaining how difficult it is to get on the housing ladder.

2 Schools in rural areas are struggling to stay open because of a falling of a birth rate, which means there is not enough funding.

Local authorities are being told to re-organise schools, but this inevitably means some schools will close, which will cause big protests. What can be done about the situation? Speak to a leading educationalist and parents involved with a protest group to keep their local school open.

3 Does global warming exist?

The recent fires all over Australia are just the latest event to be blamed on global warming, but another group of scientists believes the phenomenon is overhyped, and that this is just how the Earth should be reacting. Speak to *Friends of the Earth* and a leading meteorologist.

4 Following the announcement of the latest strange name for a celebrity child, should parents who give their children ridiculous names be labelled as cruel?

Get a child psychologist and an adult who has a strange name to discuss whether they have suffered (or not) because of their name.

5 Campaigners want to honour a boy from Alice Springs.

He is believed to be the youngest Australian killed who fought in World War II. Interview campaigners and the family.

6 Yet another Picasso museum has been opened in France.

Furthermore, it's in a building which was previously used as a night shelter for homeless people. More art or more heart? Talk to a representative of the museum and someone from the homeless shelter.

6d In pairs, discuss which of the stories from the news list you would most, and least like to research and write. Explain why.

6e Look at the sentences in bold in the news list and decide if the following statements are true or false.

- 1 These summarise the topic of the item.
- 2 They are examples of topic sentences.
- 3 The topic sentence is always controversial.
- 4 All the topic sentences in this news list use present tenses.
- 5 Topic sentences are never questions.

topic sentence (*noun*) – the sentence in a paragraph that summarises the main idea of the paragraph

6f Underline the topic sentences in the following news list items.

1 Is the Liberal Party Leader too old to win the general election? A recent poll shows that many young voters do not even know his name and when shown his photo, think he is too old for the job. Record a package asking a wide range of people what they think. Get a representative from *Age Concern* and a spokesman from the Liberal party.

2 Top universities are still failing to attract large numbers of students from state schools. Speak to the dean of a top university and teachers from a private and state school.

3 It's Oscar time again, but are the Oscars valid, or just another marketing ploy? Interview people in the film sector and prepare a package of previous Oscar film winners.

6g Look at the extract below from the *Good Morning Australia* news list and answer the following questions.

Interview an estate agent and prepare a package with a first-time buyer explaining how difficult it is to get on the housing ladder.

- 1 Is the producer explaining the story or explaining how to develop the story?
- 2 What is the underlined verb form?
- 3 Why is this verb form used?

6h Write a news list for a thirty-minute current affairs programme tomorrow morning, using the ideas you discussed in Exercise 1a. Remember to use topic sentences and to give clear instructions using the imperative.

7a ► Track 7. Listen to a phone call between Dawn Henderson and Sarah Bernard, a stringer. Complete Sarah's notes.

Story – new Picasso museum in France

Write – 1)

2)

People to interview – 1)

2)

Fee –

Deadline –

7b ► Track 7. Many words and phrases in English have alternatives which mean more or less the same thing. Below are some useful phrases for briefing someone over the phone, which illustrate this point. Listen to Dawn and Sarah's conversation again and underline the alternative that you hear. Both alternatives are correct. Does the meaning of any of the sentences change depending on which word you use?

1 I'm calling you as/because we need/want a story for tomorrow's programme about the new Picasso museum in France.

2 I want/need you to write me a short script outlining the issues ...

3 You also need / You'll also need to write interview questions and brief them on what we'll ask.

4 They'll be needed / They are needed on air between 6 and 7 am Australian time.

5 Could/can you do it, and are you interested?

6 The payment will be / is the standard fee.

7 When do you need / want the story for?

8 We'll need / We need the script and contact numbers by 4 pm our time at the latest.

7c In pairs, role play a phone call between a producer and a stringer. Use the news list you wrote in Exercise 6h and phrases in Exercise 7b to help you.

Giving post-production feedback

8a In pairs, discuss the following questions.

1 Do you ever take part in debriefing meetings for your work? What is discussed in your debriefing meetings?

2 Do you think debriefing meetings are useful? Explain why / why not?

8b Look at the following points, which might be mentioned in a debriefing meeting for a radio programme. Decide if the points are positive or negative.

- A booked speaker does not arrive for the show
- Research not done well
- Being first with breaking news
- Studio going down for several seconds
- Getting an eyewitness report for a breaking news story
- Interviewees not briefed well

8c ► Track 8. Listen to a debriefing meeting at the *Good Morning Australia* studio and tick the points in Exercise 8b that they discuss.

8d ► Track 8. Listen again and complete the following extracts.

1 Who wants *to comment* first on this morning's show?

2 ... the show being off air was not a _____.

3 We're still trying to figure out _____.

4 Do you have any idea what the _____ and how we can avoid it _____ in the future?

5 ... what _____ the meteorology expert?

6 ... getting an eyewitness _____ of the rail crash was a _____ scoop.

7 I was also very _____ the piece about house prices, and I think the piece on the Picasso museum was _____.

8e In groups of four, role play a debriefing meeting.

Student A, you are the producer; read the notes below and prepare to lead the meeting;

Student B, you are the technical expert;

Students C and D, you are researchers.

Students B, C and D, be prepared to explain and/or justify the points below that you were responsible for.

Notes for debriefing meeting

- We were the first to report the resignation of the Prime Minister.
- The quality of the outdoor broadcast for the piece on the opening of a new train station was very poor.
- Inaccurate research for the piece on a possible cure for cancer made the presenter look ill-informed when interviewing the expert.
- The guest booked to talk about new Australian writers arrived two hours late.

9a Read the extract from a debriefing meeting and answer the questions.

...the studio going down for several seconds, and the show being off air was not a great moment. We're still trying to figure out what happened.

1 Which underlined verb means *understand* and which means *stop working*?

2 What do the underlined verbs have in common?

9b Decide if the following statements are True or False.

- 1 Phrasal verbs are verbs followed by particles such as *in*, *out*, *off* or *away*.
- 2 The meaning of phrasal verbs is always literal.
- 3 A phrasal verb has only one meaning.
- 4 When you check the meaning of a phrasal verb in the dictionary, you should check the verb entry, not the entry for the particle.

9c Complete the following phrases that a radio DJ or presenter might say, using the phrasal verbs in the box.

coming up go over lined up moving on run out of wind up

- 1 _____ to our next story, ...
- 2 _____ later, all the showbiz gossip, but first, let's _____ to the newsroom for...
- 3 What do we have _____ on the show today?
- 4 I'm afraid we're going to have to _____ the interview there, as we've _____ time.

9d Use your dictionary to complete the following sentences using phrasal verbs formed from the words in brackets.

- 1 When you hear a good song on the radio, do you turn up the volume? (turn)
- 2 Have you _____ to any new radio stations recently? Which ones? (tune)
- 3 Do you think journalists ever _____ stories? How do they _____ it? (make, get)
- 4 Do you think the government should _____ money to fund public radio stations? How much? (set)
- 5 Could you _____ radio? What would you listen to instead? (do)

10a The following text is the debriefing email that Dawn Henderson sent to the overnight staff (who were not present at the debriefing meeting) to tell them how the show went. Which four points does Dawn comment on?

<p>Thank you for all your efforts on this morning programme.</p> <p>Starting with the bad news: the studio went down for several seconds. Jim and his team are still trying to figure out why this happened. Hopefully they'll have some answers very soon. The meteorologist failed to show up for the global warming story, so I think we should avoid using him again in the future.</p> <p>On the positive note, we did really well on the rail crash story – we managed to get an eyewitness account as soon as the news broke. (Unfortunately it wasn't us who broke the news!) And Sarah Bernard – the stringer in France – provided a great script and two radio-friendly guests for the Picasso museum piece.</p> <p>Dawn</p>

10b In pairs, answer the following questions.

- 1 Does the email summarise the debriefing meeting successfully?
- 2 Does the email suggest action to be taken?

3 What opening and closing salutations does Dawn use?

4 Which phrases does Dawn use to introduce the negative and positive points?

5 Is the email formal or informal? (Is standard or non-standard English used? What punctuation is used?)

10c Write a debriefing email for the debriefing meeting you held in Exercise 8e.

Unit 4 Film

1a Do you agree with the statements?

- 1 Cinema is a powerful form of communication.
- 2 Films can change people's lives.

1b Read the article "Cinema". What does the author say about the statements above?

What is cinema? Cinema is all about motion and emotions. It is purely about the magic of moving images. Cinema tells us stories through pictures. It is an art that entertains us, informs us and elevates us. Nothing communicates better than this. Cinema connects our subconscious, reflects our values, customs, styles and life. It is an art that enlightens us and at the same time educates us. This is the only art in the history of the world in which scientists and artists worked together and brought revolution in the field of communication and entertainment.

Films are instrument of communication. And all filmmakers are basically communicators of their ideas, thoughts, and visions. They want to tell stories through pictures - not words. They creatively convert their ideas, feelings into moving images so that the whole world can see what they see in their mind. Through these pictures they communicate to the masses. So film is mass communication.

As we all know, communication is an act of exchanging information. It is a social process by which expression of human needs takes place and people influence each other. It is basically the science of sharing ideas, views, thoughts through some medium. The basic tool of communication is language, but communication can also be performed through pictures, gestures and artifacts. Over the ages, be it 'stone age painting', 'photograph' or today's 'motion picture', has always been the most effective instrument of communication.

Cinema is one of the strongest medium of communication. It can communicate from poor to rich, literate to illiterate, kids to adult. This visual medium has always been a powerful instrument to change opinion, lifestyle and thoughts. The reach and appeal of cinema is growing day by day and people in urban and rural areas are responding alike to the impact of the visual medium. The films express ideas, messages and information to the people irrespective of their race, religion or colour. Cinema is continuously expressing those truths, imaginations and ideas what languages labour to tell or write.

1c In pairs, discuss the following questions:

- 1 What is communication?
- 2 How do filmmakers communicate their ideas?
- 3 Why is cinema one of the most effective instruments of communication?

1d Match the words on the left (1-9) to their definitions on the right (a-i).

- | | |
|----------------|------------------------------------------------------------------------------|
| 1 appeal | a to raise to a higher state or rank |
| 2 artifact | b concerning the part of the mind which is not fully aware |
| 3 elevate | c to give greater knowledge and understanding about a subject or a situation |
| 4 enlighten | d a man-made object that has some cultural significance |
| 5 impact | e able to read and write |
| 6 literate | f a method or way of expressing smth |
| 7 medium | g a serious or urgent request |
| 8 respond | h a powerful effect on a situation or person |
| 9 subconscious | i to say or do smth as a reaction to smth |

1e In groups, talk about cinema as a medium of communication.

Writing a screenplay

2a In pairs, discuss the following questions.

- 1 What films have you seen about the film industry?
- 2 Do you have a favourite film about the film industry?

2b Complete the following definitions using the words in the box.

the cast director editing plot screenplay screenwriter special effects soundtrack the stars

- 1 The putting together of sequences and scenes in a film: *editing*
- 2 A story written for a film: _____
- 3 Someone who writes stories for a film: _____
- 4 All the actors in a film: _____
- 5 Series of events in a film that make up the main story: _____
- 6 Images or sounds in a film that are created by trick photography or computers: _____
- 7 The music in a film: _____
- 8 The person responsible for overall artistic contain of film, including telling the cast what to do: _____

2c In pairs, discuss the aspects of a film that are the most important for you when deciding which film to see. Use the words in Exercise 2b to help you.

3a Most screenplays are divided into three Acts. Match the Acts (1-3) to the descriptions (a-c).

- | | |
|---------|---------------------|
| 1 Act 1 | a The main conflict |
| 2 Act 2 | b The resolution |
| 3 Act 2 | c The background |

3b In pairs, think about a film you each know well and take turns to ask and answer the following questions.

1 How is the story set up and how are the characters introduced? (Act 1)

2 What conflict(s) do the characters deal with during the story – that is, what is the problem/desire/goal at the centre of the story? (Act 2)

3 How is/are the conflict(s) resolved at the end of the film? (Act 3)

3c Think about a story you would like to tell, or a book you would like to adapt into a film. Make notes under the following headings.

Act 1: The background Act 2: The conflict Act 3: The resolution

4a Read a scene from a second draft of the screenplay *Adaptation*, which is about a screenwriter, Kaufman, who is having problems adapting a novel to a screenplay. Answer the following questions.

1 Who is involved in a scene?

2 Where does it take place?

3 When does it take place?

4 What is happening?

5 Why is the scene taking place?

6 How do the protagonists feel?

INT. L.A. BUSINESS LUNCH RESTAURANT – MIDDAY

Kaufman, wearing his purple sweater, sits with Valerie, an attractive woman in glasses. They pick at salads. Kaufman steals glances at her. She looks up at him. He looks away.

KAUFMAN (V.O.)

I'm old. I'm bald. I'm repulsive

VALERIE

We think you're just great.

KAUFMAN

(with studied modesty)

Oh, thank you.

Valerie rubs her nose. Kaufman self-consciously rubs his nose in response.

VALERIE

And we're thrilled you're interested.

Valerie rubs her nose again. Kaufman pulls at his nostril. Sweat slides down his forehead. Valerie watches it. Kaufman sees her watching it. She sees him seeing her watching it. She looks at her salad. He quickly wipes the sweat away.

KAUFMAN

Oh, thanks, wow. That's nice to hear.

VALERIE

You have a really unique voice.

KAUFMAN

Well, thank. That's ... I appreciate that.

VALERIE

Very talented. Really.

KAUFMAN

Thanks. Thank you. Thanks.

VALERIE

(looking up)

So –

Kaufman is sweating a lot. He smiles, embarrassed.

KAUFMAN

Sort of hot in here.

VALERIE

(kindly)

Yeah, it is a bit.

So, why don't you tell me your thoughts
on this crazy little project of ours.

In one motion, Kaufman wipes his forehead and pulls a book entitled *The Orchid Thief* from his bag.

KAUFMAN

First, I think it's a great book.

VALERIE

Laroche is a fun character, isn't he?

KAUFMAN

It's just, I don't want to compromise by making it a Hollywood product.

VALERIE

Oh, of course. We agree. Definitely.

Kaufman is sweating like crazy now. Valerie is quiet for a moment.

VALERIE

See, we thought maybe Susan Orlean and Laroche could fall in love –

KAUFMAN

New York journalist writes about weird guy and he teaches her to love.

I mean, it didn't happen, it wouldn't happen.

INT. OFFICE – DAY

4b In pairs, discuss the following questions.

- 1 Do you think Valerie and Kaufman have the same vision for the film?
- 2 What do you think Kaufman means by “a Hollywood product”?
- 3 What do you think will happen next?

4c Complete the following statements about the standard format of screenplays, using the words and excerpt in Exercise 4a to help you.

action present centre V.O. capital dialogue INT. brackets

- 1 The names of characters and scene headings are written in *capital* letters.
- 2 Dialogue is written in the _____ of the page.
- 3 Descriptions of settings and _____ are written in blocks which are wider than the dialogue.
- 4 Descriptions of how a character delivers his line are in _____.
- 5 Characters generally have little _____ at one time.
- 6 Descriptions of settings and actions are written in the _____ tenses.
- 7 Voice-overs are abbreviated as _____, external shots as EXR. and internal shots as _____.

4d Read a later scene from the same screenplay and answer the question.

Who do you think McKee is?

INT. BAR – NIGHT

Kaufman and McKee are sat at a table with beers. Kaufman is reading his copy of *The Orchid Thief*.

KAUFMAN

(pause)

I've got pages of false stars.

I'm way past my deadline. I can't go back.

MCKEE

Ah, the ever-present deadline.

Yes, I was doing a Kojak episode once and ... it was hell.

McKee drinks his beer, watching Kaufman.

MCKEE

Tell you a secret. The last act makes the film.

You can have a boring movie, but wow them at the end, and you've got a hit.

Find an ending. Use what you've learned this weekend.

Give them that, and you'll be fine.

Tears form in Kaufman's eyes.

KAUFMAN
You promise?

McKee smiles. Kaufman hugs him.

MCKEE

You've taken my course before?

KAUFMAN

My brother did. My twin brother, Donald.
He's the one who got me to come.

MCKEE

Twin screenwriters, Julius and Philip Epstein, who wrote Casablanca, were twins.

KAUFMAN

You mentioned that in class.

MCKEE

The finest screenplay ever written.

4e In pairs, discuss the following questions.

- 1 What do you think of McKee's advice that a "wow" ending can save a bad film?
- 2 Think of a film that you like/dislike. What do you like/dislike about it?
- 3 What do you think is "the finest screenplay ever written"?

4f Look at the following list of features that are typical of spoken dialogues, with examples from the screenplay in Exercise 4a. Can you find any more examples of these features in the screenplay in Exercise 4d?

Feature	Examples
Incomplete sentences	<i>That's ... I appreciate that.</i>
Missing subjects	<i>Sort of hot in here.</i>
Repetition	<i>Thanks. Thank you. Thanks.</i>
Short sentences	<i>We agree.</i>
Simple linking words	<i>So, why don't you tell me your thoughts?</i>
Use of shared knowledge to leave things unsaid	<i>We (i.e. the people of the film studio) think you're just great.</i>

4g In pairs, make a list of any other features typical of spoken conversations. (E.g. interruptions, rephrasing)

4h Write a scene for the film you made notes on for Exercise 3c. Use standard screenplay format and make the conversation sound as natural as possible.

Pitching a film

5a In pairs, discuss the following questions.

- 1 Once you have written a screenplay, what do you think is the next step?
- 2 Which is more important: talent or being in the right place at the right time?

5b You are going to read a query letter written by a screenwriter. In pairs, discuss what you think a query letter might be.

5c Read the query letter and check your answer to Exercise 1b.

Dear Mr Godfrey,

I have recently completed my second screenplay, entitled *on stAGE*. Last year I completed a one-year postgraduate course in screenwriting at London Metropolitan University, and I was one of the ten finalists in the Nicholl Fellowships in Screenwriting. I would like to ask if you would consider reading my latest work.

on stAGE is a touching musical comedy set in the North of England about a group of men who, on turning 40, decide to re-form their teenage band but find that teenage values and ideas aren't always the same across generations. There are a number of great rock scenes which are accompanied by a wonderful soundtrack of classic songs from the last three decades. *on stAGE* is a feelgood film which combines tears and laughter. Think *Spinal Tap* meets *The Breakfast Club*. I am confident it will generate lots of critical and box office success.

If you are interested in reading my screenplay, please contact me at the address at the top of the page.

Yours sincerely,

Jamie Louis

Jamie Louis

5d Read the query letter again and decide if the following statements are True or False.

- 1 The first paragraph outlines the writer's credentials and the reason for writing.
- 2 The second paragraph outlines the plot and the most important points about the screenplay.
- 3 All the tenses in the second paragraph are either present tenses or the modal verb *might*.
- 4 The third paragraph says what the reader should do.
- 5 The letter is quite informal.

5e Write a query letter for the film you outlined in Exercise 3c or a film you have seen recently, using the query letter in Exercise 5c to help you.

6a Read the advert for a seminar and answer the following questions.

1 What is a pitch?

2 Do you think the seminar would be interesting and/or useful? Explain why / why not?

FILMMAKING IN THE DIGITAL AGE with Michael Wiese

About the Pitch Session

SEMINAR EMPHASIS: GET THE MONEY

Background

The pitch session is the most popular and challenging part of the seminar. Besides filmmakers, we are inviting investors to the seminar who may be willing to invest millions of dollars if they learn about a project they like. To increase your chances of obtaining the financing and resources you need, we recommend you prepare your pitch before the seminar.

The Pitch Session

Your pitch will be one or two minutes in length.

Key Elements of Your Pitch

Your opening sentences will include:

The (1) _____: is it a comedy, a thriller, a drama, a teen movie, a documentary, etc.?

The (2) _____: something active and engaging that would make us want to see the film.

The (3) _____: a one-sentence synopsis of the screenplay.

Any other (4) _____: anything else that will get people's interest (target audience; location; music, etc.)

Practising Your Pitch

Write out the most significant selling points, and then pitch it until it naturally rolls off your tongue and you no longer need notes. The pitch itself will evolve as you practice – you'll quickly find what works and what doesn't.

Stand up and pitch to family and friends; describe your project using the four elements above, use your hands to express yourself; make eye contact with the audience; be aware of your physical appearance and dress appropriately; remember that the most successful people are natural at presenting themselves, so use humour where appropriate and engage authentically in a real one-to-one dialogue with the audience.

6b Read the advert in Exercise 6a again and answer the questions.

1 Who do you think Michael Wiese is?

2 Who is the seminar for?

- 3 Who else might be present?
- 4 How much time will the people attending the seminar have in order to pitch the film?
- 5 When will the pitches be prepared?
- 6 Why are family and friends mentioned?
- 7 In what other situations do you think the skills involved in pitching would be useful?

6c Complete the advert in Exercise 6a using the words in the box.

genre hooks logline title

6d Match the film titles (1-3) to the loglines (a-c).

1 <i>The Shakespeare Code</i>	a This is a story about a group of men who, on turning 40, decide to re-form their teenage band but find that teenage values and ideas aren't always the same across generations.
2 <i>Conviction</i>	b The story is about Sylvia, who is drawn into a conspiracy encoded in the writings of Shakespeare, only to find that the people she trusts most are those most able to harm her.
3 <i>on stAGE</i>	c Set in the 1970s, it's a story about an ex-convict-turned-policeman who discovers that a string of brutal NYPD cop killings are part of a larger conspiracy.

6e In pairs, discuss the following questions.

- 1 What is the purpose of a *logline*?
- 2 Why do you think loglines are so important for screenwriters and film executives?

6f Match the formulas for writing loglines (1-3) to an example in Ex. 6d.

- 1 ... story about (character), who (problem), only to find that (conflict).
- 2 ... story about (character) who discovers that (problem and conflict).
- 3 ... story about (character), who (problem), but finds that (conflict).

6g Write a logline for a film you have seen recently. Then, in groups, compare your loglines. Decide which you think are the most effective. Explain your answer.

7a ► Track 9. Listen to a pitch for one of the films in Exercise 6d and answer the following questions.

- 1 Which film is being pitched?
- 2 What hooks (for example, music and location) does the screenwriter mention?
- 3 If you were a film executive, would you invest money in this film? Explain why / why not?

7b ► Track 9. Listen again and tick the phrases that you hear.

Small talk	The pitch	Clarifying information about the pitch	Ending the pitch meeting
<p>__I hope you found us without any problem?</p> <p>__I trust you had no problem getting here?</p> <p>__So, is this your first screenplay?</p>	<p>__My film's called ...</p> <p>__It's a (touching musical comedy) set in ...</p> <p>__This film is aimed at ...</p> <p>__There are a number of great ...</p> <p>__(on stage) is a feelgood film ...</p> <p>__Think (Spinal Tap) meets (The Breakfast Club)</p>	<p>__...could you explain how the audience is expected to believe that...?</p> <p>__Can you tell me more about...?</p> <p>__I don't fully understand ...</p>	<p>__If you leave the copy with us, we'll get back to you within ...</p> <p>__That's everything for now. We'll be in touch one way or the other.</p>

7c In pairs, role a pitch. Student A, you are pitching the film you have prepared your logline for in Exercise 6g; Student B, you are a film executive. Student B, you must assess Student's A pitch and give feedback. Use the notes in the box to help you. Swap roles and practice again.

Name of film	
Mentions	Uses
<ul style="list-style-type: none"> • genre • title • logline • hooks: _____ 	<ul style="list-style-type: none"> • eye contact • hand gestures • relaxed style
How effective is the pitch? _____/10	

Organising a shoot

8a In groups, discuss the following questions.

1 Have you ever had any experience in film production? If so, what did you do? If not, what would you like to do?

2 What do the following people do during the production of a film?

- film producer
- film director
- director of photography
- sound director

3 Of the people above, who do you think is the most important to a film's success?

8b ► Track 10. A pre-production meeting for the film *The Mystery of the Maharashtra Caves* is taking place at Hindi Films Production Bollywood Ltd., in Bombay. Listen to the meeting and tick the points they discuss.

- Finance
- Road conditions
- Permission to shoot on certain locations
- Availability of electricity on site
- Availability of facilities on site
- Technical issues
- The need to contact a location agency

8c Match the terms from the pre-production meeting (1-9) to their meanings (a-i).

- | | |
|-----------------------|------------------------------------------------------------------------------------|
| 1 lighting rig | a the activity of organizing practical and financial matters |
| 2 reconnoitre (recce) | connected with the preparation of film |
| 3 sound crew | b coloured glass which controls the lights entering a camera |
| 4 production | c the team taking care of shooting and photography |
| 5 to shoot | d an organization providing location management for film production purposes |
| 6 camera crew | e the team taking care of the sound system |
| 7 generator | f a machine producing electricity |
| 8 filters | g to film |
| 9 location agency | h a check that everything is OK with logistics and technical equipment on location |
| | i a system for lighting a location |

8d ► Track 10. Look at the two alternative words/phrases in *italics* in the table below. In each case, both alternatives are possible, but only one is said in the pre-production meeting. In pairs, try to remember what was said, then listen and check your answers. The extracts are numbered in the order they appear in the conversation.

Explaining potential problems	Presenting solutions
1 ...there are practically no problems with access for <i>teams and equipment / crews and gear</i>	2 My next recces will be aimed at checking on <i>medical care and safety / health and safety</i> in case anything happens while we're on location....
3 ...my main concern at this stage is that whatever <i>locations / sites</i> we select, we need to bear in mind how they will look on film.	6 ...my camera crew think the problem can be solved with extra lighting rigs / <i>additional lighting equipment ... and filters / lens protectors</i> that reduce the amount of light let into the camera.
4 ...we also need to avoid any	7 I'll try to get you the <i>most advanced / the</i>

problems that may slow down <i>filming / shooting...</i>	<i>most reliable</i> generators we can.
5 ...I'm a little concerned about the <i>lighting / illumination</i>	8 I've decided to contact our usual <i>location agency / full-service location agency</i> ...
...	

8e The expressions in bold in the table above are used for explaining potential problems and solving them. In pairs, practice using the expressions.

Student A, read out the expressions in bold; Student B, try to complete the phrase without looking at your book. Swap roles and practice again.

8f In groups of four, roleplay a meeting to discuss shooting on location.

Student A, you are the film producer;

Student B, you are the film director;

Student C, you are the Director of photography;

Student D, you are the sound director.

Choose a real film you are all familiar with. The following list includes some possible problems you may have to solve.

- *getting local authorities' permission to shoot at certain locations*
- *no electricity or other facilities available*
- *testing all the equipment before using it*
- *needing local actors in crowd scenes*
- *making sure there is easy access to everywhere we need to shoot*
- *other?*

Writing a film review

9a In pairs, discuss the following questions.

1 How many different stages are there from the initial idea for a film to the film being shown to a paying audience?

2 Who do you consider to have the most important role in the success of a film: the creative people or the investors, promoters and distributors?

9b Put the following stages in the journey from film concept to cinema/DVD screen in the correct order.

___ Copies are sent to the cinemas a few days before they start showing the film.

___ The studio or producer decides the number of prints of the film to make.

___ The buyers make an agreement with the distribution company about which films they wish to lease and fix the terms of the lease agreement (i.e. % of the box office).

___ A studio or producer buys the rights to the film.

___ The film is shot, and when completed is sent to the studio.

__When the film run ends, the film is returned to the distribution company, which pays the amount due.

__The studio signs a licensing agreement with a distribution company.

__At screenings, the film is shown to potential buyers representing the cinema chains.

__A producer, director, cast and camera/sound crew are hired to make a film.

__A screenwriter has an idea for a film, which is pitched to potential investors.

9c Complete the definitions using the underlined words in Exercise 9b.

1 Legal authority over who may use a film: rights

2 Place where films are edited and produced: _____

3 Contract giving someone the legal right to use a film: _____

4 Copies of the film: _____

5 Rent: _____

6 Ticket sales; literally, the place where people buy tickets at a cinema: _____

7 Period in which a film is shown: _____

8 Showings of the film: _____

9d In pairs, try to describe the stages of a film from concept to screening, without looking back in Exercise 9b. Correct any mistakes in your partner's description.

10a In groups, discuss the following questions.

1 Do you ever read film reviews? Explain why / why not.

2 How much influence do you think critics have on the amount of money a film makes?

3 Do you think film reviews should be written by people who have been involved in the film industry, by reviewers specializing in film, or by ordinary journalists?

10b Read the film review. Would you like to see the film? Why / Why not?

THE KILLING OF JOHN LENNON Cosmo Landesman

- 1 This is a **well-researched, fact-based** drama about Mark Chapman, the man who, in December 1980, murdered Lennon. *Since* we know what happened, all that's left for the writer and director, Andrew Piddington, to explore, is the mysterious: Why? *And* this he does with great enthusiasm, going deep into Chapman's dark, mad mind.
- 2 The challenge for Piddington is to make the narcissistic nobody Chapman an interesting **character**, which is a result he definitely achieves.
- 3 But the best thing about the film is that it successfully challenges the Chapman's story as it is conventionally told. *First of all*, we see he was not your typical isolated, rootless young man. He was not abused as a child or tormented as an adult. *Secondly*, since killing John Lennon he has come to symbolize the dark side of modern celebrity: the fan who becomes the fanatic,

who will kill for his own 15 minutes of fame. **Yet** though Chapman came to enjoy his notoriety, that was not his prime motive; he killed Lennon because he thought he was a hypocrite.

- 4 What's missing, however, is a sense of the private Chapman. **Although** we hear a **voice-over** of his actual voice, you never really get a sense of him **off camera**, as it were. **So** we never really get to understand him.
- 5 The film ends with a curious irony. Chapman must remain in solitary imprisonment forever, to protect him from the peace-loving Lennon fans who want him dead.

Cert 15, 110 mins

10c Read the review again and answer the following questions.

- 1 Is the review positive or negative?
- 2 What does *Cert 15* stand for?

10d Complete the definitions using the words in bold in the review.

- 1 Based on authentic information: _____
- 2 Not being filmed: _____
- 3 Carefully investigated: _____
- 4 Comments of an unseen speaker: _____
- 5 A person of a film: _____

10e Language devices such as connectors can help you write a more coherent and logical text. Match the *highlighted* connectors in the review to their functions (1-4). If you can, add more connectors to each function.

- 1 To give contrasting information
- 2 To give additional information
- 3 To order points
- 4 To show cause and effect

10f Complete a different review of *The Killing of John Lennon*, taken from a newspaper, using the connectors in Exercise 10e.

Here is the film that many people, especially Lennon's fans, have been waiting for all these years. A homage to the great Lennon, different in tone from similar films.

(1) _____ he was killed 18 years ago, our interest in John Lennon continues to this day. (2) _____ Andrew Piddington's new film, *The Killing of John Lennon*, taps into our collective fascination into novel ways: (3) _____, by presenting a new side to Lennon's killer, Mark Chapman: (4) _____, by drawing parallels between Chapman's actions and our current fascination with celebrity (5) _____ the story of Lennon's murder is so well known, it is to Piddington's credit that the film is both gripping (6) _____ revelatory. Highly recommended.

The Killing of John Lennon

10g Match paragraphs 1-5 in the film review in Ex. 10b to their functions:

- a Tells us what is bad about the film

- b Introduces the film: genre, director, basic plot
- c Concludes the review in an interesting way
- d Tells us what is difficult for the film to do and whether it achieves it
- e Tells us what is good about the film

10h Match the phrases (1-5) to the functions in Exercise 10g (a-e).

- 1 The best thing about the film is ...
- 2 The film ends ...
- 3 This is a well-researched, fact-based drama about ...
- 4 What's missing, however, is ...
- 5 The challenge for the director is to ...

10i Think of a film you have recently seen. In pairs, take turns to say what you thought about the film, using the phrases in Exercise 10h.

11a Does the review in Exercise 10b meet the following requirements of a good film review (1-5)? Explain why / why not.

- 1 It is written using mostly the present tense.
- 2 It gives a brief outline of the plot and characters without revealing everything, so that readers will want to see the film to know how it develops and ends.
- 3 It avoids using over-emphatic language such as *the best film ever* and *superb acting*.
- 4 It provides a critical assessment of the successes/failings of the film, based on a specific example from the film.
- 5 It highlights features, when relevant, which make the film worth seeing.

11b You are going to write a review of the film you talked about in Exercise 10i. Before you write your review, answer the following questions.

- 1 Is the film a novel/play adaptation? How close is it to the original? Is its cinematographic version better or worse than the novel itself?
- 2 Alternatively, is the film based on an original screenplay? Is it new and fresh?
- 3 Are the characters convincing?
- 4 Is the casting up to your expectations?
- 5 Is the theme of the film successfully conveyed to the audience?
- 6 Is the setting appropriate and effective?
- 7 Are camera effects (texture, lighting, colour, etc.) and the soundtrack effective and functional? Do they enhance the mood, theme and setting of the film?

11c Make notes for your review under the headings in Exercise 10g.

11d Write your review. Add connectors to make it clear to read. When you have finished, read your review and correct any mistakes.

Unit 5 Television

Understanding the pre-production process

1a In pairs, discuss the following questions.

1. Do you know anyone who works in the TV industry? Describe what they do.
2. Would you like to work in the TV industry? Explain why/why not.
3. Look at some of the job titles in the British TV industry: director of news and current affairs, editor, social affairs correspondent, reporter, researcher. Do the same jobs exist in your country? What are their responsibilities?
4. What differences do you think there are between being a newspaper journalist and being a TV journalist?

1b ► Track 11. Listen to a meeting about planning the agenda for a news broadcast at the Scottish Broadcasting Corporation (SBC). Which items are they going to run with (choose) for the evening news broadcast.

1c ► Track 11. Listen again and decide if the following statements are True (T) or False (F).

1. Last night's story on the Prime Minister was very good.
2. The Asia correspondent is currently in India.
3. The Police raided a building in Glasgow.
4. They will be able to get a Scottish angle on the trafficking story.
5. They would like to produce a whole program about human trafficking.
6. They are going to meet again at two o'clock.

1d Match the terms from Audio Track 11 (1-7) to their meaning (A-G)

1 correspondent	A. national and international press agencies, e.g. Associated Press, Reuters.
2 running order	B. a team responsible for filming
3 (a) live	C. recorded images shot on a digital video camera often taken by eyewitness to news events
4 wires	D. the list of stories that make up a news program
5 (an) exclusive	E. a report from a reporter usually from the scene of a breaking news story
6 DV footage	F. a journalist employed by a TV station or a newspaper to report on a particular subject or send reports from a foreign country similar to a reporter
7 camera crew	G. news which no other organization has

1e Circle the word that does not collocate in each group.

- | | | | |
|---------------------|-------------|---------------|--------------|
| 1. live | a. footage | b. show | c. crew |
| 2. TV | a. program | b. live | c. channel |
| 3. exclusive | a. director | b. story | c. footage |
| 4. camera | a. work | b. crew | c. broadcast |
| 5. editing | a. team | b. show | c. room |
| 6. news | a. story | b. program | c. top |
| 7. running | a. order | b. commentary | c. crew |
| 8. live | a. camera | b. coverage | c. broadcast |

2a In pairs, discuss the following questions.

1. Which of the following people are members of the production team?

- editor
- newsreader
- reporter
- researcher
- camera operator
- director general

2. What is the role of the production team?

Have you ever worked in a production team? If so, describe what you did.

2b ► Track 12. SBC has decided to start new series of their current affairs program, *Birds's eye View*, with a documentary about human trafficking in Europe. The team are having a meeting to discuss how they will make the programme. Listen to the meeting and tick (V) the things they discuss.

- Research
- Money
- Interviews
- Filming
- Travel arrangements
- Advertising

2c ► Track 12. Complete the following sentences using the information from the meeting.

1. The social affairs correspondent is going to help with some _____ research.
2. The _____ include lots of useful footage on the secondary research.
3. They agree to write a _____ based on the secondary research.
4. They want to avoid having to marry _____ so the story will be more visually interesting.
5. The footage of the border posts will be taken from the _____ of a person being smuggled.

2d In the following sentences, both of the verbs in brackets are correct. However, one of the alternatives in each sentence has a deliberate mistake. Correct the mistakes so that both are correct.

1. The editor thinks you (*ought to/ should to*) interview the film festival organisers.

should to

2. We (*must to/ have to*) get a package and a live room from our New York correspondent.

3. The cameraman says he (*has better/ should*) get footage of the setting before we arrive.

4. Jim is still an inexperienced reporter; he (*need to/must*) be told what news to write about.

5. We (*could/ might to*) get an exclusive if we do not waste any time.

2e In groups, role- play a pre-production meeting, taking the roles of the people who normally attend such meetings: the director of news and current affairs, the editor, the social affairs correspondent, the reporter and the camera operator. Plan the agenda for a news broadcast, including anything you find particularly interesting in the news at the moment. Then choose a topic worth dedicating a whole programme to and discuss the necessary pre-production process.

Organising a filming schedule

3a The team at SBC are preparing to make their documentary about human trafficking. In pairs, discuss the following questions.

1. What do you think the preparation will involve?

2. What roles do the editor and production manager play in the preparatory phase of a current affairs documentary or a TV series?

3. How many people do you think are involved in shooting on location?

4. Why is it important to have a filming schedule? What would you expect this schedule to include?

3b Read the filming schedule for the *Birds's Eye View* shoot below and answer the following questions.

1. How long will the shoot last?

2. Where will the shoot take place?

3. Who are the people that are going to be interviewed?

SBC News & Current Affairs

Birds' Eye View Series 3

PSC FILMING SCHEDULE

WEEK: 43

DATE: Monday 22- Sunday 28 October

LOCATION: Various locations in Lindovia

TX date: TBS

CREW ON LOCATION

EDITOR: Donna Eery

REPORTER: Neil Wax

CAMERA: James McCoy

FIXER: Stefan Manailescu

TECHNICAL REQUIREMENTS

CAMERA: STANDARD **DIGIBETA** PSC

SOUND: STANDARD **SCU** KIT

LIGHTS: BASIC KIT

DIRECTOR TO PROVIDE **TAPE STOCK**

CHECKLIST PRE-TRAVEL: flight tickets, foreign currency and **daily rates**, **release forms**, **carnets**, passports, visas, excess baggage vouchers, production mobile, **digital MP3** recorder.

TRAVEL DAY: *Monday 22 October*

24.00 ARRIVE AIRPORT. TAXI TO HOTEL

FILMING SCHEDULE

TUESDAY 23 OCTOBER

9.00 **R/V** at Ministry to complete accreditation. Travel to Kotnasi

IV girl who is suing her traffickers

12.00 Film **GVs** at the refuge. **IV** with psychologist and **IVs** with other victims of trafficking

15.00 **PTC**

18.00 **R/V** with representative from *Men Alone Organisation*

Wednesday 24 October

14.00 **IV** National Coordinator for *Combating Human Trafficking Organisation*

16.00 Travel to border-120km. **Film sequences** and **GVs** at border

Thursday 25 October

9.00 **R/V** with IOM (*International Organisation for Migration*) Representative.

11.00 travel to location for **IV** with IOM Representative and **PTC**.

14.00 taxi back to capital.

3c Read the filming schedule again and answer the following questions.

1. Who do you think it was written by?

2. Who is it written for?

3. What kind of document is it? There may be more than one possible answer.

-factual

- friendly

- informal

- informative

4. What verb form is mainly used?

- gerund (e.g. going)

- infinitive with to (e.g. to do)

- infinitive without to (e.g. do)

3d Complete the following definitions using the abbreviations in bold in the filming schedule in Exercise 3b.

1. Portable single camera: this means there is just one cameraman/woman responsible for recording both video and sound: ***PSC***
2. Piece to camera: this is when a reporter speaks directly to the viewers through the camera: _____
3. Transmission date: that is the day the finished program will be broadcast: _____
4. Rendezvous: that is to meet with someone: _____
5. Interview: _____
6. General views: a series of shots of a location that are used to set the scene for the story: _____
7. Single camera unit: this means that the sound equipment needed is just for one cameraman and reporter with interviewees: _____

3e Complete the following definitions using the terms in bold in the filming schedule in Exercise 3b.

1. A freelance journalist who sets up interviews and gets permission to film on locations before the crew arrives; also acts as a translator and provides up-to-date information: ***fixer***
2. Legal documents that interviewees and other contributors to the programme sign to confirm their contributions can be used, usually without receiving any payment: _____
3. An audio recording device: _____
4. This tells the crew how much money they have to spend on food and minor expenses per day: _____
5. This is a tape format like VHS; it is a high-end filming format, often used by long format documentaries: _____
6. A series of filmed shots that can be edited together to form a single section of the documentary: _____
7. Customs documents often needed when taking expensive equipment outside the European Union: _____

3f ► Track 13. Donna Eery (SBC editor) and Penny Cole (production manager) are checking whether everything is in order prior to their departure to the shoot location. Listen to four experts from their conversation and decide which term in the box best describes what they are talking about in each excerpt.

<i>carnets</i>	<i>daily rates</i>	<i>tape stock</i>	<i>release forms</i>
----------------	--------------------	-------------------	----------------------

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3g In groups, think of the topic you would like to make a documentary about, for example a topic in the news at the moment, or a topic you are knowledgeable or passionate about. Discuss the following points.

- Length of time needed for shooting
- Number of crew members involved and their tasks
- Need for fixers
- Need for CVs

3h Write a filming schedule for a documentary, using the schedule in Exercise 3b.

Unit 6 Advertising

What makes a good ad?

1a In pairs, discuss the following questions.

1. Think of a memorable advert. Describe it.
2. Have you ever bought something just because of an advert? When?
3. Have any adverts impressed you? Which ones? Why?

1b Read three opinions about advertising. Are these statements true or false?

1. Michael Hamilton says that adverts must attract attention and be persuasive.
2. He also states that an advert should encourage us to buy the product it is advertising.
3. Miranda Hoyles states that adverts nowadays are different from years ago.
4. Hoyles also says people like adverts that reflect everyday life.
5. Christie Peterson focuses on slogans and logos.
6. She says that excitement is more important than the image of the company.

First of all, an advert has to be attention-grabbing and powerful. You need a strong image that is eye-catching, a catchy slogan, a joke or something shocking. In advertising we talk about AIDA formula. A is for attention, I is for interest, D is for desire and A is for action. It also has to be effective and persuasive. It must get us interested, motivate us to go and buy.

Michael Hamilton, advertising executive

Advertising has changed over the years. Adverts are no longer purely informative and focused on the product. Many of the adverts we see today are short stories telling inspirational tales that are often witty, humorous and sophisticated. People do not want to remember that life can be dull. They are eager to see something original and creative. The adverts take away ordinariness of everyday life and take us to somewhere exotic or romantic.

Miranda Holes, head of the advertising company

Many people talk about advertisements that are exciting and intriguing. But for me, an instantly recognizable logo is really important. Good logos have been built up so they are recognizable. Part of what makes a good advert is a clear symbol that people immediately identify with the company. A good slogan also helps you make a connection. 'The real thing' makes think of Coca-Cola immediately. It's also important that your slogan does not become irritating.

Christie Peterson, illustrator

1c In pairs, discuss the following.

1. Which opinion do you agree with the most?
2. Which opinion mentions an advert for a soft drink?
3. Which opinions might these ideas for an advert illustrate?
 - a) a fast cat chase with lots of action
 - b) an advert with a clever use of a few words
 - c) an advert set on a beautiful island.

1d Find adjectives in the first two texts in Exercise 1b which mean the following.

- 1 attracting your attention because it is easily remembered
- 2 very noticeable
- 3 amusing and enjoyable, easy to remember
- 4 very bad, upsetting
- 5 works well and produces the results you want
- 6 able to make people do or believe something
- 7 funny or clever
- 8 not interesting or exciting
- 9 imaginative, using completely new different ideas
- 10 unusual and exciting because it comes from a distant country

1e Match the words connected with advertising with their meanings

- sponsorship
- commercial (n)
- promote
- misleading
- slogan
- endorse
- logo

- 1 an advert on TV or radio
- 2 financial support a company gives in order to get publicity for themselves
- 3 a short phrase that is easy to remember
- 4 to say publicly that you support or approve of something
- 5 giving the wrong idea or impression
- 6 special design/symbol that a company puts on all its products or adverts
- 7 to try to sell a product, e.g. by special advertising

1f Choose the correct answer.

A: OK, let's brainstorm how we are going to *promote/endorse* this product.

B: Well, we could get a famous celebrity like David Beckham to endorse it.

A: I think that it would be much too expensive. *Commercial/sponsorship* of a TV programme would also cost a lot. And a TV *logo/commercial* is out for the same reason. I have seen some great TV shots which are visually beautiful and really

eye-catching/shocking, often set in romantic or *dull/exotic* locations. But I don't think they have been very *effective/witty* as people can't remember the product they are advertising.

B: I agree, but we don't want something *catchy/dull* and boring. How about advertising on the radio – would the budget run to that?

A: Yes, we could stretch to that.

B: And would you like something witty and *eye-catching/catchy*?

A: Maybe. I want something new and *dull/original*. But most importantly, it must be *persuasive/misleading*. It must get the people to buy the product.

1g ► Track 14. Listen and check your answers.

1h ► Track 15. Listen to three people talking about different adverts. What product is advertised in each one?

1i Listen again and answer the questions below about each advert.

1. Which brand was advertised?
2. Did the speaker enjoy the advert?
3. What adjectives did the speaker use to describe the advert?

1g Which advert was the most effective? Why?

2a In pairs, discuss the following.

1. What are the most common ways of advertising products and services today?
2. What ways of advertising do you think people use before paper was invented?

2b Read the article and underline different ways of advertising mentioned.

2c Answer the questions about the first three paragraphs of the article.

1. What sort of things were advertised in ancient times?
2. What effect did printing have on advertising?
3. Which statements are true about the 1960s?
 - a) People used more imagination when making advertisements.
 - b) Advertisements gave much more information.
 - c) Advertisements focused more on special features of products.
4. What is a USP? Why is it important for a new product to have a USP?

2d Complete the summary of paragraphs 4-7 of the article with no more than 3 words in each gap.

Three ways of advertising nowadays are product placement, TV commercials and using famous personalities to _____.

In the film, *Minority Report*, two _____ Nokia and Bulgari, used product placement to advertise their brands.

During the Superbowl game in the USA, advertisers pay 2.5 million dollars for a _____. Endorsements are also a good way of advertising because they usually _____ but they can be expensive.

2e Find words and phrases in the text that mean the following:

1. passing messages from one person to another orally
2. a large notice or picture to advertise something
3. a colorful image on stone
4. small notices and advertisements
5. a small advert in a newspaper to buy or sell something
6. buying goods from a company that sells them by post
7. advertising a product by putting it in a film or a television programme
8. use of a product by a well-known person who says they like it.

ADVERTISING THEN AND NOW

¹Most advertising in ancient times was word-of-mouth, that is, people liked something and told others about it. But even then, people advertised by putting inscriptions on walls, for example to display political slogans and to offer household goods for sale. Also, in Rome and Greece, in ancient times, it was common for people to use papyrus, a kind of paper, to advertise things they lost or found. Papyrus was also used for posters to advertise political campaigns. Many traces of these advertisements have been found in the ruins of Pompeii, a city destroyed by a volcano which erupted in 79 AD. The tradition of wall or rock painting as a way of advertising goods is even more ancient and examples can still be found in parts of Asia, Africa and South America.

²Printing developed in the 15th and 16th centuries, and this increased the forms of advertising. Handbills – small printed notices and advertisements – became common. Then, by the 17th century, advertisements started appearing in weekly newspapers in England, including classified adverts for personal goods and services. In the 19th century mail order catalogues appeared, promoting all kinds of goods.

³Finally, the 1960s were a key period in the development of advertising. Advertisements became more creative and more interesting. Also, they began to draw attention to the “unique selling points”, the USPs of products. These are the qualities that make a product different from the products of competitors.

⁴These days, advertisers have come up with new ways of advertising their products. For example, product placement is now common. This is advertising in TV programmes or films by having a character, preferably played by a famous actor, use a particular product. For example, Tom Cruise’s character in the movie, *Minority Report*, had a computer with the Nokia logo on it, and his watch was clearly made by Bulgari.

⁵TV commercials are very effective medium for advertisers, though these are very expensive. If an organization wants to have a 30-second TV advert during the annual Superbowl game in the USA, they have to pay about 2.5 million dollars.

⁶Perhaps the most interesting development is the use of famous personalities to endorse a product. The basketball player, Michael Jordan, endorsed Nike products and wore them while playing. David Beckham, the footballer, endorsed Police sunglasses.

⁷Getting well-known personalities to endorse a product can be very expensive, but endorsements certainly increase a product sales, especially if the personality has a positive image in the eyes of the public.

3a ► Track 16. Listen to the conversation between a manufacturer and a marketing consultant. What kind of product are they talking about? Which group of consumers is it aimed at?

3b ► Track 16. Listen again and complete the sentences.

1. If we ___ a bigger budget, we would get someone well-known to endorse the product.
2. If I ___ you, I would look for a cheaper way of doing it.
3. If you ran a series of TV commercials, you _____ reach a younger audience.
4. Yes, if we got the right people, it _____ be a lot cheaper than using a film star.
5. If you got a young director to do the films, you _____ have to pay them too much.

3c Complete the sentences in the second conditional, using the verbs in brackets.

1. If I _____ the number of the agency, I _____ them (know, phone)
2. If we _____ the choice, we _____ on the radio.
3. If you _____ in charge of the advertising campaign, what ___? (be, you do)
4. What ___ if we _____ before 9 p.m.? (happen, advertise)
5. If he _____ for a job in our agency, he probably _____ it. (apply, not get)

3d In small groups, say which of the media in the list you would use to advertise the products and services below. You can only choose one medium for each product. Give reasons for your choices.

TV commercials, radio spots, newspapers, magazines, billboards, the Internet, leaflets, sides of buses/taxis, telephone calls

E.g. If I wanted to advertise an expensive ring, I would put it on the Internet.

- an expensive ring
- a new range of computers
- raising money for charity
- a lost wallet
- an unwanted new mobile phone
- financial advice
- a request for information about a crime
- a household item (e.g. a carpet)

- a valuable antique chair

3e Choose one of the products/services from above and write a brief description of how you would advertise it. Include a slogan if necessary.

4a ► Track 17. Some colleagues from an advertising agency, *Media design Advertising*, are meeting with the representatives of a prospective client, *The Daily Sunshine* newspaper. Listen to the meeting and complete the missing information in the notes below. Which two pieces of information are not mentioned?

Media Design Advertising

Date of meeting: 22 July, 20019

Client: The Daily Sunshine

Name: Marianne Reed Position: *managing director*

Raffaella Livingstone _____

Cecily Valley _____

Dave Terry _____

John McEwans _____

Frances Lohan _____

Place of meeting: _____

Target market: _____

Possible ad types: _____

Budget: _____

Next meeting: _____

4b ► Track 17. Listen again and circle the words/phrases that you hear.

1 We are a very *long-standing/ well established* company with many years of valuable experience.

2 We have worked *with lots of/ many* of the top names.

3 we specialize in *media/ financial* products.

4 We have won *numerous/many* awards for our innovative approach to advertising.

5 ...we have never had a dissatisfied *client/customer*.

6 I would like to *begin/start* by showing you a few of the campaigns we have produced in the past couple of years...

7 Your work is of an extremely high *quality/standard*

8 You definitely live up to your *good/excellent* reputation

9 ... those TV ads ... are really *striking/ impressive*

10 ... the graphics are incredibly *good/effective* ...

4c ► Track 18. The managing director and general account manager of *Media Design Advertising* are at the follow up meeting with the brand manager of the *Daily Sunshine*. Listen to the conversation. Do you think *Media Design Advertising* will be able to produce the campaign in time? Explain why/ why not.

4d ► Track 18. Listen again and complete the following sentences.

Reassuring your clients

1 ... well make sure you won't regret it

2 ... I think that we will _____ do it in three to four months.

3 Realistically, I _____ four months.

4 ... we won't take _____ than

5 ... I will send an _____ tomorrow

6 ... we will provide you with work of an extremely _____,
and make sure you get an _____ campaign.

7 ... you will have the opportunity to get your adverts trialled with test audience _____ us.

4e In pairs, role play a meeting between an advertising agency and a prospective client. Student A, you work for an advertising agency. Present your agency to the client, Student B. Find out about the product and convince Student B that you are the best agency for the job.

Student B, you are a potential client. You want to advertise a product (a perfume, a car, a telephone company). You want the best service possible. Make sure you discuss and take notes on:

- budget
- deadline
- any guarantees that are offered

Swap roles and practice again. Use the language in Exercise 8 b and 8 e to help you.

4f Look at the contact report below which was e-mailed to the *Daily Sunshine*, and answer the following questions:

1 Who has written the contact report?

2 Who is the contact report for?

3 What is the purpose of the contact report?

Media Design Advertising
9002 3d Avenue Brooklin
New York 11367
Tel 001-718-238-5867
Fax r.livingstone@mda.org

Mr J McEwans
The Daily Sunshine
Stone Brook
NY 11749
Tel 001-631-632-5020
Fax 001-631-632-2527
August 2, 2018

Headquarters: Milan, Italy

Our Ref: RL/MDA
Your Ref: DS/JMC

Dear Mr. McEwans,

Please, find below a (1) summary of the points discussed during yesterday's meeting and a reply to the brief you sent us for a (2) _____ for your newspaper, *The Daily Sunshine*.

OBJECTIVE

Introduce our company, set a (3) _____, and decide on campaign style and strategy.

TERMS OF CONTRACT

We agreed to accept the 900,000 dollar budget. One third of this amount will be invested in a (4) _____ campaign and the rest in a (5) _____ TV campaign. We are pleased to confirm we can meet the (6) _____ of six months from today. You are entitled to trial our (7) _____ in advance. If, for any (8) _____, you are not satisfied, you may rescind the contract.

If you have any (9) _____, please do not hesitate to get back to me.

Yours sincerely

Raffaella Livingstone

General Accounting Manager

Media Design Advertising

4g Complete the contract report using the words below.

Campaign, prime-time, reason, adverts, summary, budget, print, queries, deadline.

4h Look at the contact report again and answer the following questions:

- 1 What opening and ending salutations are used?
- 2 What punctuation follows them?
- 3 What goes in the top left and top right corners?
- 4 Where is the date written?
- 5 Does this contact report, which is sent as an e-mail attachment, follow the same layout as a formal letter?

4i Read the contact report again and underline any useful phrases that you could use if you had to write a contact report.

5a In groups, discuss the following questions.

- 1 Do you often read/see ads in English? Do you understand them? Explain why/ why not.
- 2 Have you ever produced an ad in your own language or in English?
- 3 What do you think of the standard of ads in your country? How could they be improved?
- 4 Have ads changed in the past few years in general? Explain your point of view.
- 5 Which ads do you think are the most effective: ads with longer slogans or ads with very short, one-sentence slogans?

5b Complete the following table using the products and brand names.

Product: tour operator, beer, newspaper, alcoholic drink, coach company, chocolate, bank, magazine

Brand name: The independent, Greyhound USA, Cinzano, Thomas Cook, Barklay's, Mars, Time, Miller

Slogan	Product	Brand name
1. It is, are you? 2. Go faster. Go for less. 3. Vibrant, rich and extremely well-balanced 4. Do not just book it. Thomas cook it. 5. Getting to the very top with the very best. 6. A Mars a day helps you work, rest and play 7. Get Time, ahead of time. 8. The champagne of bottled beer.	<i>newspaper</i>	<i>The Independent</i>

5c Look at the slogans in Exercise 5b again and answer the following questions.

- 1 Which slogans contain no nouns?
- 2 Which types of word are used to communicate most of the meaning instead?

5d Slogans use a variety of language devices. Match the language devices in the box to their definitions.

personal pronouns repetition comparisons alliteration word play emphatic language metaphor rhyme

- 1 The use of the same sound or sounds, especially consonants, at the beginning of several words that are close together – *alliteration*
- 2 The use of the same word more than once – _____
- 3 The use of strong to show importance – _____
- 4 Playing with words which have more than one meaning – _____
- 5 Words used to replace nouns. Words such as you, we and us suggest the audience identification with the product, or having a certain experience through buying the product – _____
- 6 Repetition of the final sound of a word – _____
- 7 An expression that describes someone or something by referring to something else that is considered to possess similar characteristics – _____
- 8 Comparing two things (Note: In advertising the second term of comparison is hardly even stated; it is left to the audience to describe) – _____

5e In advertising slogans, adjectives and verbs are generally used much more frequently than nouns. What do you think are the most common adjectives and verbs used in advertising? Make a list of at least five.

5f Try to complete the following advertising slogans. There may be more than one possible answer. Then identify what language devices from Exercise 5d are used in each slogan.

1 The Music we all *love* (Virgin radio, radio station)

personal pronouns

2 Gillette – The Best a Man Can _____ (Gillette razors)

3 Dreams are _____. Realities are _____ (Citi Bank)

4 Nokia N series. See _____. Hear _____. Feel _____

(Nokia telephones)

5 The _____ bed on earth is not on earth (Iberia airline)

6 _____ a step in your career (SDA Bocconi University)

7 You and us. Because global capabilities are a _____ deal (UBS Investment Bank)

5g Think of a product you love (a computer, a motorbike, etc.)

Imagine you are going to advertise the product in a magazine or a newspaper. Decide what three adjectives and verbs you would use to describe it.

5h In groups, choose one of the products in Exercise 5g and write a print ad for it. Use some of the language devices you have studied in this section to help you.

6a In pairs, discuss the following questions.

1 Is there a particular ad (film, print, billboard or TV) that you like/dislike at the moment? Describe it, and explain why you like/dislike it.

2 Who is its target audience?

3 How much do you think it costs to produce?

4 How effective do you think it is? Explain your answer.

6b ► Track 19. Colleagues from the *Media Design Advertising* agency are having a brainstorming session for the *Daily Sunshine* newspaper advertising campaign. Listen to the meeting and make notes on why the following items are mentioned.

1 Bus (*E.g. Suggestion to have people sitting on a bus reading the Daily Sunshine newspaper.*)

2 Truth

3 Free speech

4 Baobab trees

5 Africa

6 Dvorak (a composer)

6c In pairs, discuss the meaning of the slogan “The Daily Sunshine: Nobody lies in the Sunshine”.

6d ▶ Track 19. Listen again and complete the following extracts.

1 So, after a week of deep thought, what _____ ?

2 Any _____ the media campaign?

3 How _____ this picture showing all these people sitting on a bus...

4 Good idea, but I have got a feeling it is _____, hasn't it?

5 What have you _____ in the copywriting department?

6 Well, it seems like a good idea, _____ the fact that not everybody knows about ...

7 or tell stories. I think we should _____

8 Well, if everyone agrees, let's _____ this idea.

9 Well, why _____ limit the time of the TV campaign to 30 seconds only?

10 That's a _____ idea, as long as you can manage to ...

6e Complete the following sentences using the correct form of the verb in brackets.

1 We could _____ the image of an old man (to use)

2 How about _____ a close-up shot of somebody reading the paper? (to do)

3 Why don't we _____ the ad at sunrise? (to shoot)

4 What about _____ a famous actor to endorse our product? (to get)

5 Let's _____ viral marketing too. (to use)

7a You are going to read a pre-production meeting (PPM) document for The Daily Sunshine TV ad. Before you read, match the words that appear in the text (1-7) to their definitions (a-g).

1 copywriter	a (in films and TV) the spoken words of a person you cannot see
2 voice-over	b a series of drawings showing the order of images planned for a film or ad
3 super	c someone who writes the words for ads
4 shooting Storyboard (SS)	d a series of related things or events or the order in which they follow each other
5 setting	e the time and the place in which the action of a book, film, play, etc. happens
6 sequence	f to make the picture or sound of a film stronger (or weaker)
7 fade in/ out	g slogan appearing on top of an image

7b Read the PPM document and match the headings in the box to the corresponding paragraphs (1-8).

*Super Music Campaign aim Objective of the PPM
Shooting storyboard (SS) Voice-over Timetable and logistics Mood/lightening*

Media Design Advertising

Headquarters: Milan, Italy

The daily Sunshine Ad Campaign

Pre-production meeting (PPM)

New York, September 1. 2018

IN ATTENDANCE

<p>Client John McEwans Frances Lohan Production House (PH) John Davis Aleksander Peacock Peter Dolittle</p>	<p>The Daily Sunshine Brand Manager Assistant Brand Manager Video Recording Cam, Providence (RJ) Director (D) Director of Photography (DOP) Executive producer (EP)</p>	<p>Agency Marianne Reed Cecily Valley Dave Terry Emannuelle Faithful Raffaella Livingstone Francis Rosental</p>	<p>Media Design Advertising, New York Managing Director (MD) Copywriter Art Director TV Producer Group Account Manager (GAM) Account Supervisor</p>
---------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AGENDA

1. *Objective of the PPM*

To share and highlight key points regarding *The Daily Sunshine* ad, to be shot at locations and on dates as indicated below.

2. _____

Coordinated publicity to relaunch *The Daily Sunshine*.

3. _____

“Choice of the American people – *The Daily Sunshine* – voted paper of the year 2015. A new dawn for journalism. Let *The Daily Sunshine* shed some light on your world”.

4. _____

The Daily Sunshine: Nobody lies in the Sunshine.

5. _____

It was agreed that the exact nuance for the lighting will be decided on location once the DOP has verified the possible alternatives. It was confirmed that the overall atmosphere should highlight the newspaper through a reveal-suspense sequence.

6. _____

Suspense will be created through slow camera movements and light effects revealing the sun rising among some baobab trees. *The Daily Sunshine* heading will be shown with a fade-in effect, becoming more and more defined. It will then fade

out to show the sun up in the sky, before finally revealing the cover of the paper in full.

7. _____

Dvorak's *New World Symphony*

8. _____

TV ad to be shot on site in Madagascar on September 25, and at Video Recording Cam studios (Providence) on October 5, by Aleksander Peacock. On air from October 30th, the same day as the print campaign.

7c In pairs, discuss whether you think the commercial will be successful. Explain why/why not.

7d In groups, brainstorm a TV ad for any product of your choice. Write your own pre-production meeting document. Use the model in Exercise 7b to help you.

Presenting a finished product

8a In pairs, discuss the following questions.

1 Do you often have to give presentations?

2 Do you enjoy giving presentations? Explain why/why not?

8b ► Track 20. Listen to the team at *Media Design Advertising* presenting the TV ad to representatives of *The Daily Sunshine* and answer the following questions.

1 How many people speak during the meeting?

2 Do you think the presentation was successful? Explain why / why not.

8c ► Track 20. Listen again and complete the following table using the correct headings (a-c).

a Explaining the details of an ad saying why it is special

b Introducing yourself

c Starting a presentation

1 _____

...I am Marianne Reed, managing director of *Media Design Advertising*...

2 _____

...If you have any question, please don't hesitate to interrupt...

Let's begin by watching the advert.

3 _____

...the photography is one of the strong points of this particular piece of work.

...the atmosphere setting and the rising sun represent...

... the use of classical music... underlines the fact that this is a serious newspaper.

We hope the photography will be appreciated because of ..., and also because it ...

... we have come up with a fantastic combination of words and images...

8d Imagine you were at the presentation. Write three questions you would have liked to ask the advertising agency about their ad.

8e In groups, think about the TV ad you brainstormed in Exercise 7d. Using those ideas to help you, complete the following sentences.

1 The ... gets the attention of the public

2 We hope the ... will be appreciated because ... and also because it ...

3 We have come up with a fantastic ...

4 The ... is a strong point of our work

5 The ... is what makes this campaign so special.

6 The use of.... Underlines the fact that this is a

8f In pairs, prepare a role play for one of the ads you have discussed in this Unit. Student A, you represent the advertising agency. Student B, you represent the client. Swap roles and practice again.

Unit 7 New Media

Analysing problems and providing solutions

1a In pairs, discuss the following questions.

1 What do you understand by the term *new media*?

2 What types of new media are you familiar with? How useful do you find them?

1b In pairs, decide if the following are examples of new or old media. Explain why.

Books, blogs, multimedia, CD-ROMs, cinema, e-mail and attachments, game consoles, interactive kiosks, interactive television, magazines, mobile phones, newspapers, podcasts, radio, software, television, websites, wikis

1c In pairs, decide which examples of new media in Exercise 1b you associate with the following words.

broadband connection free downloads high definition video on demand

Project Vision Statement

2a A software development consultancy, *Future Solutions*, has written a project vision statement for its client, the digital television provider *The Laughter Network*. Read the project vision statement below and choose the correct ending (a, b, or c) for the following statements.

1 The Problem Statement section outlines:

- a the service/product that the client wants
- b the background of the client's company
- c both of the above

2 The Project Vision and Scope section outlines:

- a an overview of *Future Solutions'* background
- b the solution for the client's needs
- c both of the above

Prepared for *The Laughter Network*

Problem Statement

The Laughter Network has been offering premium satellite and digital television programming for over ten years and has over one million subscribers in the UK.

It has a reputation as a technology leader in the television industry and is always looking for the most **innovative** ways to reach its customers. It was the first channel to offer video on demand, the first to offer a high definition service and the first to sell programmes through a download service.

The Laughter Network wants to extend its customer base into lucrative European markets. In order to achieve this, the product needs to be localised – that is, its content must be either re-dubbed or subtitled into the target market's language. The download service must also be modified to allow payment in different European currencies.

The Laughter Network also wants to create an opportunity to communicate directly with its subscribers and non-subscribers in a direct, social manner.

Project Vision and Scope

The project will see the establishment of a content application that will manage the process of localizing content, by being either re-dubbed or subtitled. To maintain the high quality of content a regional web farm will be set up to host the content; this will allow us to use more than one server and deal with large amounts of traffic. The content management application will manage the distribution of the translated content to the appropriate web farm.

In addition, an interactive television application using **cutting-edge** technology will be developed that will combine the **powerful** convergence between television and broadband internet connection with the reach and community provided by a social networking application. The **dynamic** technology platform will permit customers to view *The Laughter Network* content on computers, game consoles and mobile phones, and browse video content with their television remote controls, mouse or keyboard.

The interactive television application will support multiple European payment currencies and will use a payment gateway service that supports these currencies.

Earlier interactive television applications which used previous generation technology were difficult to build and delivered poor visual quality or had navigation problems. Our solution, using the latest tools and technology, will guarantee all **exceptional** user experience and high-quality presentation.

Users will be able to comment and discuss programmes with other users, using the interactive television application. The content producers can discuss comments directly with the users, creating a social network where users become more engaged with *The Laughter Network*.

2b Read the Project Vision statement again and answer the questions.

- 1 What does *The Laughter Network* provide?
- 2 What does *Laughter Network* want to achieve by contracting *Future Solutions*?
- 3 How does *Future Solutions* suggest meeting *The Laughter Network's* needs?
- 4 Why were interactive television applications not successful in the past?
- 5 What advantages over earlier interactive television applications does The Future Solutions project have?
- 6 Which media are mentioned?

2c In pairs, discuss the following questions.

1 Do you have to read or write project vision documents or similar documents in your job?

2 The project vision document talks about *social networking*. What other examples of social networking can you think of?

2d Look at the project vision statement and decide if the following statements are true (T) or False (F)

1 It is an informal business document

2 There are no contractions

3 Hardly any specific people are mentioned in the document

4 The problem statement uses the verb *would like* to indicate what the client wants to achieve.

5 The most commonly used verb form in the project vision section is *will*.

2e Look at the words in bold in the project vision statement and answer the following questions by circling the correct alternative.

1 They are all **adjectives/ adverbs**

2 They are used to make the writing **more /less** descriptive.

3 The word *innovative* is used in its **comparative/superlative** form to give it more emphasis.

2f Complete the following extract from another project vision statement using the adjectives in the box

interactive engaging extensive renowned the latest detailed

The (1) _____ Montreal Huskies hockey team needs to engage and interact with fans over the Internet, and to use that relationship to increase revenue. However, the current website of the team is ineffective. The Huskies will use (2) _____ software to build an (3) _____ social networking site, through which the team will be able to provide a fast, (4) _____ and reliable fan experience. The new site will also include the ability to collect (5) _____ fan profile data, create (6) _____ reports, and integrate with sponsors' websites. This solution will be easy to use and cost-effective.

2g Look at the following phrases from the project vision document above and decide whether they are from the Problem Statement (PS) or the Project Vision and Scope (PVS).

1 It has a reputation as ... *PS*

2 Our solution will guarantee...

3 The project will see the establishment of ...

4 (The Laughter Network) wants to create an opportunity to ...

5 It will combine the powerful convergence between ...

6 This dynamic technology platform will permit ...

2h Look at the following notes, written by an employee of *Future Solutions* about another client, *Weather Wise*, and then complete the sentences (1-4).

The company: *Weather Wise* provides broadband and wireless weather forecasts and produces the *Weather Wise* website. It is one of the leading weather providers of weather news.

The problem: *Weather Wise* staff (weather experts, editors, producers) do not have a central location to store documents and collaborate on projects. This makes it difficult for staff to find information.

The solution: A collaborative portal (Intranet) which provides a single tool for information search supports team collaboration and encourages increased search usage. It can be accessed easily. This will increase staff efficiency and make management decisions faster.

- 1 *Weather Wise* has a reputation as ...
- 2 *Weather Wise* wants to create an opportunity ...
- 3 The project will see the establishment of ...
- 4 Our solution will guarantee ...

2i Imagine you work for *Future Solutions*. Write a project vision document for *Weather Wise*. Use the notes in Exercise 2h and the other points in this section to help you. Remember to add adjectives to make the project and solution sound more exciting.

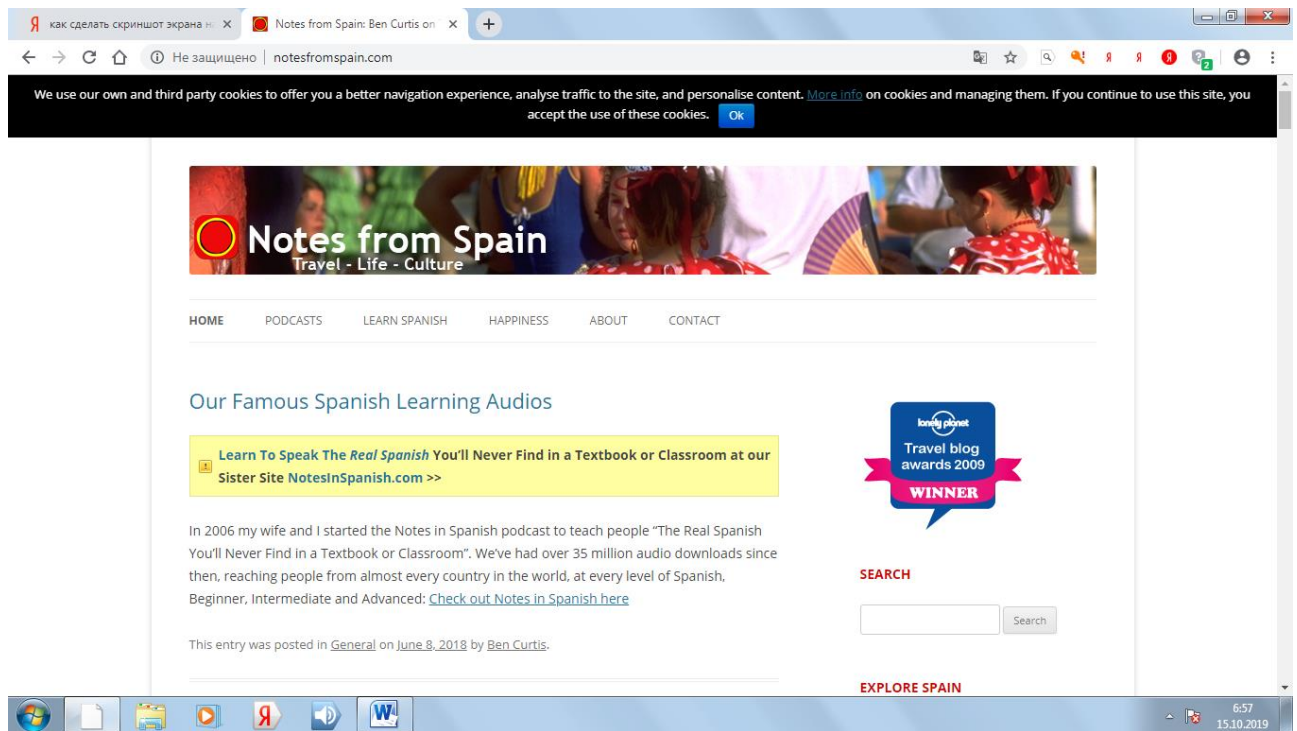
Planning and writing a blog

3a In pairs, discuss the following questions.

- 1 Do you ever read blogs? What is the difference between a blog and a website?
- 2 Is blogging popular in your country?
- 3 Do you think blogs will ever take over from traditional journalism?
- 4 What makes a good blog?

3b Look at the homepage of the website *Notes from Spain* and discuss the following questions.

- 1 Do you think the site looks interesting?
- 2 What kind of information do you think is included on the site?



3c Look at the following blog entry by Ben, who runs *Notes from Spain*. Put the paragraphs in Ben' blog (A-E) in the correct order.

- 1 D
- 2
- 3
- 4
- 5

<p><i>Explore Spain:</i></p> <ul style="list-style-type: none"> -Spain podcasts -Travel in Spain -Spanish music -Food/drink - Living in Spain -Working in Spain -Books and Films - Spain Photos - Spain Video <p><i>Useful resources:</i></p> <ul style="list-style-type: none"> -Learn Spanish -Cool Spanish -Book Review Madrid Guide -Posts 	<p>Notes from Spain – the story so far ... <i>By Ben Curtis</i></p> <p>A So that’s basically my story. Hey, Spain bloggers, lovers and visitors – tell us one of your stories!</p> <p>B This blog started life as an experiment. I wanted to know how blogs worked, so I posted the <i>odd</i> picture from Madrid and comment on a Spanish news item etc. At about the same time I wrote an article for <i>in Madrid</i>, the local English language <i>rag</i> on technology, which led to adding the <i>Notes from Spain</i> podcasts to this blog – at first on my own, then a cooking <i>cast</i> and the podcasts started to improve.</p> <p>C Then I was contacted by a commissioning editor of <i>Fodors</i> who had enjoyed the podcasts and wanted me to edit a chapter for their 2017 Spain Guide. I chose Galicia and Asturias, and</p>	<p><i>Our projects</i></p> <p><i>Recent</i></p> <p><i>comments</i></p> <p>Bill on Books</p> <p>Rise in Spain</p> <p>as subtitles</p> <p>appear on TV.</p> <p>Pepino on</p> <p>Books Rise</p> <p><i>Recent posts</i></p> <p>Conversation</p> <p>starters in</p> <p>Spanish</p> <p>Don’t move</p> <p>to a better life</p> <p>in Spain.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>RSS: Blog RSS NFS in iTunes</p>	<p>Marina, and I spent a <i>couple</i> of weeks in the North of Spain doing research. This year I wrote a couple of introductory sections for their 2018 guide. Wow, Lonely Planet and Fodors, and all because of the podcasts!</p> <p>D After returning home from a recent trip to Thailand I found that I had blogger's block. I couldn't think of anything to write about connected with Spain. Then I read a great piece of advice on another site. The piece of advice was to use a blog post to tell a story, so here goes. A question I am occasionally asked about my book, <i>Errant in Iberia</i>, is "what happened next?", and this is part of the story.</p> <p>E Now the interesting bit. <i>The Notes from Spain</i> podcasts have led to wonderful things. First of all, work with <i>Lonely Planet</i>. A few years ago, I wrote several e-mails to the person in charge of on-line content, complaining that the first Lonely Planet podcasts were boring and that they should produce shows like the ones we were putting together on our trips around Spain. Eventually, after my third e-mail, a very nice man called John called back to me, and purchased one of our podcasts for their <i>feed</i>. We have now made five podcasts for <i>Lonely Planet</i>. When I stop to think about it, making podcasts for <i>Lonely Planet</i> is a dream come true. It was the first time I had ever had the <i>guts</i> to repeatedly contact an institution I admired, and it really <i>paid off</i>!</p>	<p><i>Archives</i> June 2015 May 2015 April 2015 June 2015 February 2014 November 2014</p>
--------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

3d Words in English can have more than one meaning. Look at the dictionary entries for block and post. Which definition corresponds to the meaning of the words as they are used in Ben's blog?

Block (noun)

- 1 Something that stops (mental activity)
- 2 Unit of data in computing

Post (verb)

- 1 an act of sending a letter or parcel by postal service
- 2 to publish something online

3e Choose the correct definition (a or b) for the following words in *italics* from Ben's blog.

1 <i>odd</i>	a strange	b occasional
2 <i>rag</i>	a a piece of cloth	b magazine
3 <i>cast</i>	a broadcast	b the actors in a film
4 <i>couple</i>	a two	b two people in a relationship
5 <i>feed</i>	a food for animals	b updated content link
6 <i>guts</i>	a courage	b intestines
7 <i>paid off</i>	a paid back money	b brought good results

3f Complete the following statements about Bens blog by underlining the correct alternative.

- 1 He speaks to his audience as if they are/are not friends
- 2 He uses the first person pronouns as *I* and *we* a lot/ a little
- 3 He uses/doesn't use interjections like *hey* and *wow*
- 4 He uses/ doesn't use dashes (-) and exclamation marks (!)
- 5 He joins/ doesn't join sentences with *and* rather than *moreover*, *however* and *therefore*
- 6 he uses some/no slang words
- 7 He rarely/usually uses contradictions
- 8 As a result of the above points, his style is formal/informal.

3g Complete the following tips for successful blogging

knowledgeable main mistakes entries tittles useful white space

- 1 Readers only have a short attention span so keep your blog entries short.
- 2 Blogs must be _____: for example, they should provide the reader with entertainment, news, debate. etc.
- 3 Use short, descriptive, interesting _____ for blog entries.
- 4 Use headings, sub-headings, lists _____, photos, images, underlining etc. to help readers navigate your blog more quickly.
- 5 Blog about something you are _____ or passionate about.
- 6 Include your _____ point in the first couple of sentences so readers can decide if they want to continue reading your post.
- 7 Check your blog for _____. A well-written blog is easier to read than a blog with confused content and language errors.

3h In pairs, discuss whether you agree with statements 1-7 above

3i In pairs, discuss what kind of blog you would write. Explain why.

4a Write a brief entry for the blog you talked about in Exercise 3i. Use the guidelines in Exercise 3g to help you.

Bibliography

1. Encyclopedia Britannica. www.britanica.com.
2. David McDowall. Britain in close-up. Pearson Education Limited, 2006.
3. Virginia Evans – Jenny Dooley. Upstream. Express Publishing, 2002.
4. Nick Ceramella and Elizabeth Lee. Cambridge English for the Media. Cambridge University Press. 2008.
5. Tony Rogers. Differences Between Broadsheet and Tabloid Newspapers. <https://www.thoughtco.com/broadsheet-and-tabloid-newspapers-2074248>
6. Amanda Maris, Michael Dean. Opportunities. Longman, 2006.
7. David Cotton, David Falvey. Language Leader. Pearson Education, 2008.

**СОВРЕМЕННЫЕ СМИ И ИХ РОЛЬ В ЖИЗНИ
ОБЩЕСТВА
СБОРНИК ТЕКСТОВ И ЗАДАНИЙ
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

Составители:

Марина Вианоровна Золотова
Юлия Николаевна Карпова
Александра Октябревна Савицкая

Практикум

Федеральное государственное автономное образовательное учреждение
высшего образования «Национальный исследовательский Нижегородский
государственный университет им. Н.И. Лобачевского».
603950, Нижний Новгород, пр. Гагарина, 23.

Подписано в печать . Формат 60×84 1/16.
Бумага офсетная. Печать офсетная. Гарнитура Таймс.
Усл. печ. л. 5 Уч.-изд. л.
Заказ № . Тираж экз.

Отпечатано в типографии Нижегородского госуниверситета
им. Н.И. Лобачевского
603600, г. Нижний Новгород, ул. Большая Покровская, 37
Лицензия ПД № 18-0099 от 14.05.01