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Professional English

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# Cambridge English for the Media



**Nick Ceramella  
and Elizabeth Lee**

*Series Editor: Jeremy Day*

With Audio CD



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	Skills	Language focus	Texts
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# UNIT 1 Newspapers

- Writing headlines
- Analysing newspaper articles
- Practising interview skills
- Planning and writing a newspaper article



## Writing headlines

1 a 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?
- 3 Why are headlines important?
- 4 Do you find it difficult to read headlines in English? Explain why / why not.

b Understanding headlines in a foreign language can be difficult. Look at the headlines in Exercise 1c (1–8) and decide what you think each story is about.

c Now match the headlines (1–8) to their everyday English equivalents (a–h).

1 Paris probe proves palace innocent

2 Love's Labour's Lost

3 Choose That Girl! Madge jets to Africa to adopt girl

4 US cool on climate change

5 Weeping mum damns teenage killer thug

6 Family's pet dog butchered

7 Comedian rapped over slang word by TV watchdog

8 Government to axe 3,500 post offices

- a The government is going to close 3,500 post offices.
- b The US government is not keen on a new environmental policy.
- c A family dog has been brutally killed.
- d An investigation into Princess Diana's death shows the British royal family were not involved.
- e Labour's Prime Minister and Chancellor of the Exchequer do not agree on government policies.
- f A popular comedian, who pretends to be a rapper, is in trouble with the Independent Television Commission for using offensive words on TV.
- g The singer Madonna has flown to Africa to adopt a child.
- h A mother refuses to forgive the people who killed her daughter.

d. Look at the headlines in Exercise 1c again. Decide which of the following questions can easily be answered by reading them.

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

e. 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(s).
- 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?

f. Look at the headlines in Exercise 1c again and answer the following questions.

- 1 Which of the following kinds of word 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

2 a. 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**

Articles, preposition 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 183 crimes not being detected.

**Police mistakes:  
183 crimes not detected**

- 4 A judge has sentenced a lottery winner to jail for a bank robbery.

**Lottery winner jailed for robbery**

b. In pairs, look at the following sentences and turn them 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.

- 3 a Newspapers use several language devices in order to create eye-catching headlines. Complete the following table using more examples from the headlines in Exercise 1c. Some headlines may go in more than one column.

Language device	Example	More examples
<b>Play on words</b> 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)	Comedian rapped over slang word by TV watchdog (to rap sb = to criticise sb formally; to rap = to perform rap)
<b>Cultural references</b>	Love's Labour's Lost (the name of a play by Shakespeare)	
<b>Alliteration</b> the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together	Paris <u>probe</u> proves <u>palace</u> innocent	
<b>Emphatic language</b> words which have a stronger effect	<u>Weeping</u> mum <u>damns</u> teenage killer thug	

- b In pairs, make a list of any English-language tabloid and broadsheet newspapers you know.

- c 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 a mistake
2 Husband and wife <u>row</u> keeps neighbours awake	b anger
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

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

1 **Titanic disaster: new cruise ship has no customers**

4 **Bomb carnage kills 1 and injures 26**

2 **European Union: to be or not to be?**

5 **Space reality show axed**

3 **Gorgeous George - Clooney conquers Cannes**

- e In groups, role play an editorial meeting for a national daily newspaper. Discuss and then decide on the following questions.

- What type of newspaper is it: tabloid or broadsheet?
- What are the most important stories of the day (use your answers to Exercise 1a, question 2)?
- What are the headlines going to be for those stories?
- Which headlines will you put on the front page?
- Which will be your lead story?

## Analysing newspaper articles

- 4 a In groups, discuss the following questions.
- 1 How objective are newspapers in your country?
  - 2 What do you know about the political slant of newspapers in English-speaking countries?
  - 3 Do you think newspapers should be objective? Explain why / why not.
  - 4 Which kind of article do you prefer: opinion-based or fact-based?
- b In 2005, a shopping centre in Britain decided to ban people from wearing hooded tops (hoodies). In groups, discuss the following questions.
- 1 What do you think was the reason for banning hooded tops?
  - 2 How do you think this might have been reported in the press?
- c 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

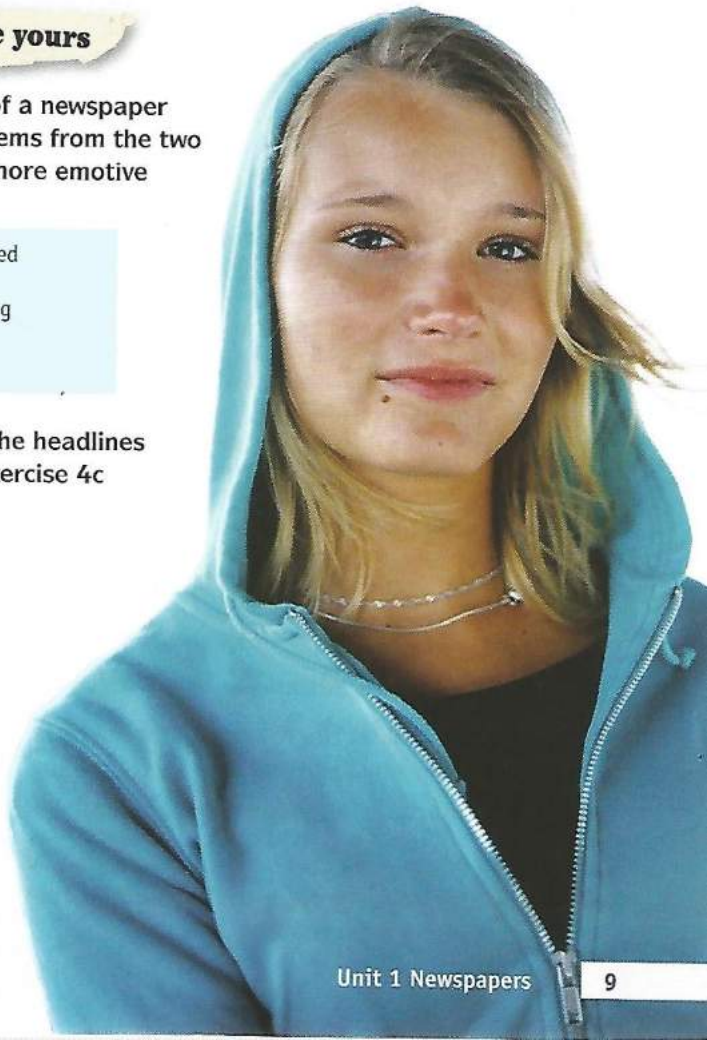
1 **Reclaim our streets: hoodies and baddies**

2 **Under that hoodie is a child like yours**

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

- e Read the two articles on page 10. Match the headlines to the articles. Were your predictions in Exercise 4c correct?
- f Read the first paragraph of the articles again. How do they differ in the way they engage the reader's attention?



# A

- 1 **THEY** are the uniform of thugs and muggers and the sight of young people wearing them makes law-abiding citizens feel scared.
- 5 Hooded tops and baseball caps have been adopted by cowardly jobs up and down the land to hide their faces from CCTV cameras while they commit crime or terrorise victims unable to identify them.
- 10 So the decision by Bluewater shopping centre in Kent to ban the clothing has pleased people fed up with constant intimidation.
- 15 The Prime Minister backed the decision. He said: "I agree with it." The Bluewater ban will be met
- 20 by cries of discrimination from innocent teenagers who argue they should be allowed to wear what they want.
- 25 But police say that more than half of robberies in some parts are carried out by thugs in hoods and baseball caps – a gangster-style look made popular by US rap stars such as Eminem.
- 30 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

- 1 **D**oes 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.
- 5 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.
- 10 The Prime Minister approves of the ban as he has realised that many voters feel anxiety about yobbishness and "low-level disorder".
- 15 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 no 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.
- 20 item worn by everyone from Coldplay singer Chris Martin to the middle-aged man going to the gym is a mistake.
- 25 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 recognise 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.
- 30 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.
- 35 The moment he takes it down he may look surprisingly like one of your own children.

**g** 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."

**h** 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.



**i** Read the articles again and decide if the following statements are True (T) or False (F).

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

**j** In pairs, discuss the following questions.

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

**5 a** Match the cohesion techniques (1–4) to the examples from the articles (a–d).

1 use of personal pronouns	a It is true that hoods and caps provide anonymity for those up to no good.
2 word groups / synonyms	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.
3 use of linking words	c The Prime Minister backed the decision. He said: "I agree with it."
4 omission of words that can be understood from the previous text or context	d Yet to blame all this on clothes is too simplistic.

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

**c** Underline the pronouns in the following extract from the second article. Then say what or who they refer to.

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.

**d** 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 ...  
(Text A lines 18–19)
- ... Britain's retail crime epidemic, which is said to cost the industry £2 billion a year. (Text A lines 33–35)

- Are the underlined structures active or passive?
- Why is this structure used in each sentence?
  - To avoid mentioning who does the action.
  - To create cohesion: the subject of the sentence is the same as the topic of previous sentences.

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

**f** Now write a short article about anti-social behaviour or another issue in your country. Remember to use the techniques from this unit, including the passive, to make your article more cohesive.

## Practising interview skills

- 6 a In pairs, discuss the following questions.
- 1 Do you ever interview people for work? Who? Why?
  - 2 If you could interview any person in the world, who would you choose? Explain why. What would you ask them?
  - 3 What makes a good interview?
- b ▶ 1.1 Katie Jones, a journalist, is being interviewed about her career in the media world for a newspaper article. Listen to the first part of the interview and tick (✓) the topics she talks about.
- |  |  |
|--|--|
| <input type="checkbox"/> Her family and friends      | <input type="checkbox"/> Her past jobs and education |
| <input type="checkbox"/> Television and the Internet | <input type="checkbox"/> Her present job             |
- c ▶ 1.2 Now listen to the second part of the interview and decide if the following statements are True (T) or False (F).
- 1 Katie thinks that newspaper format has changed during her career.
  - 2 Newspaper sales are not increasing.
  - 3 More and more people like to watch news on the Internet.
  - 4 Journalists are becoming less important.
- d ▶ 1.1/1.2 Look at the plan Simon Young made for the article he is going to write about Katie Jones. Listen to both parts of the interview again and fill in the missing information.

PROFILE: KATIE JONES

Training  
Cardiff: postgraduate course in journalism - 1 year

Jobs  
Southsea Times: (1) trainee - 12 months  
Hatherfield Herald: (2) \_\_\_\_\_ then  
(3) sub-\_\_\_\_\_ - 12 months  
Southern Mail: district news reporter, (4) \_\_\_\_\_,  
correspondent, assistant news editor, (5) \_\_\_\_\_ news editor  
UK Radio Wales: producer of The (6) \_\_\_\_\_ Show  
Bristol Council: (7) head of \_\_\_\_\_ office

Opinion on current UK newspaper market  
Tough: most newspapers' (8) \_\_\_\_\_ is not rising  
Newspapers are (9) \_\_\_\_\_ - e.g. reporters trained to use  
(10) \_\_\_\_\_

Future of print newspapers  
Might not survive (11) \_\_\_\_\_ age

Media inspiration  
Henry Linton, veteran (12) \_\_\_\_\_ correspondent for UK Radio

**e** In pairs, discuss the following questions.

- 1 Do you agree with Katie Jones' predictions about the future of newspapers?  
Explain why / why not.
- 2 What changes have you seen in newspapers in recent years?
- 3 Is there anyone in the media world who you admire?

**f** Look at the following jumbled sentences from the interview. Put the words in the correct order to form the questions that the journalist asked Katie Jones.

- 1 last / how long / the postgraduate course / did ?  
How long did the postgraduate course last?
- 2 enjoy / the positions / did you ?
- 3 as head of the press office / continue / will you ?
- 4 a new position / looking for / are you ?
- 5 newspapers / during your career / changed / have ?
- 6 would you / the present newspaper market / how / in the UK / describe ?
- 7 coming to an end / is / the era of print newspapers ?
- 8 is / your media inspiration / who ?
- 9 for people ... / any advice / have / Do you ?

**g** Complete the following table using questions 1–9 in Exercise 6f.

a Question word	b Auxiliary verb	c Subject	d Main verb	e Rest of question
1 How long	did	the postgraduate course	last?	-
2 -	Did	you	enjoy	the positions?
3				
4				
5				
6				
7				
8				
9				

**h** The phrases below are taken from the interview. Complete the following table by writing the phrases (1–8) in the correct column.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1 Pleased to meet you.        | 5 Could you be more specific?  |
| 2 What exactly were they?     | 6 OK ...                       |
| 3 Right ...                   | 7 Sorry to butt in (again) ... |
| 4 Sorry to interrupt, but ... | 8 Why do you say that?         |

Introductions	Interrupting	Hesitating	Asking for detail
How do you do?	Hold on, ...	Well ...	What exactly do you mean?
Nice to meet you.	Could I just say something?	You know ...	
I'm ...	Sorry, but ...	I mean ...	
	Can I interrupt for a moment?	So ...	
	Hang on a minute, ...		

**i** Student A, close your book and see how many phrases you can remember. Student B, correct Student A's mistakes. Swap roles and practise again.

- j** In pairs, plan and role play an interview. First, write (at least) five facts about your job your partner can ask you about. If you haven't started work yet, include facts about your future career plans. Exchange your facts with your partner. Interview your partner for a newspaper article about their life. Use their facts and ask questions to find out more details. Use the following question words and phrases in the box in Exercise 6h to help you. Swap roles and practise again.



## Planning and writing a newspaper article

- 7 a** Look at the following 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.

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

- 8 a** In pairs, look at the following definition of house style and then make a list of other possible house style features.

punctuation, spelling ...

- b** If you have access to the Internet, visit these websites and check and compare your lists.

[www.guardian.co.uk/styleguide](http://www.guardian.co.uk/styleguide)

[www.economist.com/research/styleguide](http://www.economist.com/research/styleguide)

- c** In pairs, look at the following reasons why house style is important. Decide which are true and explain why.

- 1 Helps maintain consistency
- 2 Shows how stylish the newspaper is
- 3 Creates a brand image

**house style** (*noun*)  
the preferred style of spelling, punctuation, etc. used in a publishing house or by a specific publication.

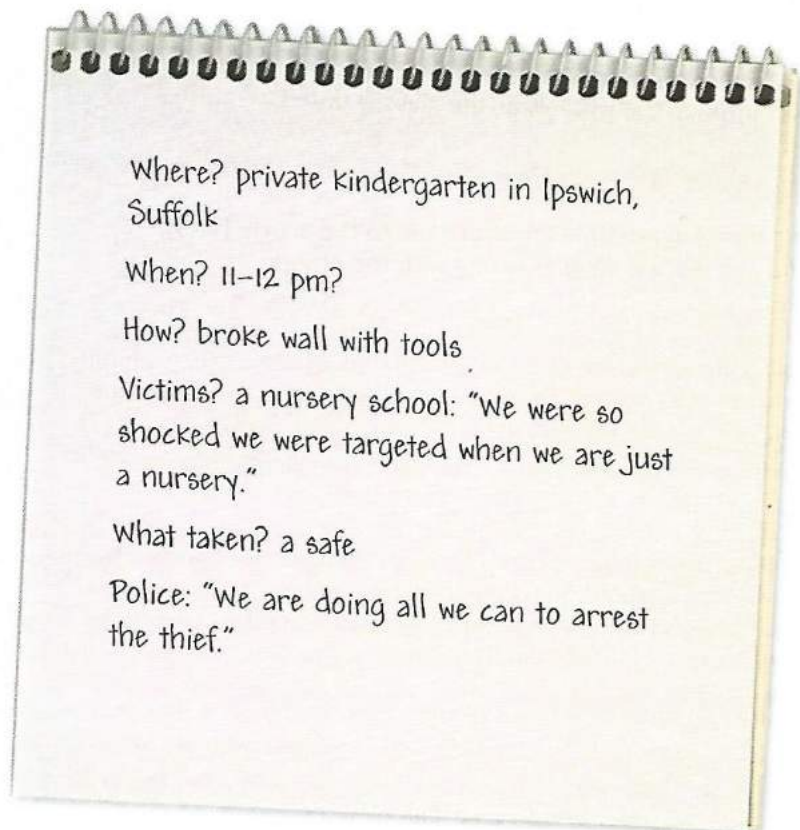
- d Complete the following table using the correct house style features in Article B (from the *Daily Mail*) on page 10.

House style feature	<i>Daily Mail</i> house style	Alternative house style
Punctuation	“ ”	‘ ’
Spelling		realized
Capitalisation		prime minister
Foreign words		café
Use of American/British/Australian English		shopping mall

- 9 a 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 (organise 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

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



- c** Look at the headline and photo from the article. Do they give you any extra information about the story?

## Gang breaks into kindergarten through hole in the wall



- d** Read the main body of the article that has been written based on the notes in Exercise 9b. Is the summary you wrote in Exercise 9b 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 the 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.

...

- e** 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 a 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 a wall when they entered. It seems 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 county.

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.

- f 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 the 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 spokesperson 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.

- g Look at the following notes written by a journalist about the theft of a prize show 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 Banks, 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 2008 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 the other cats and return them to their homes."

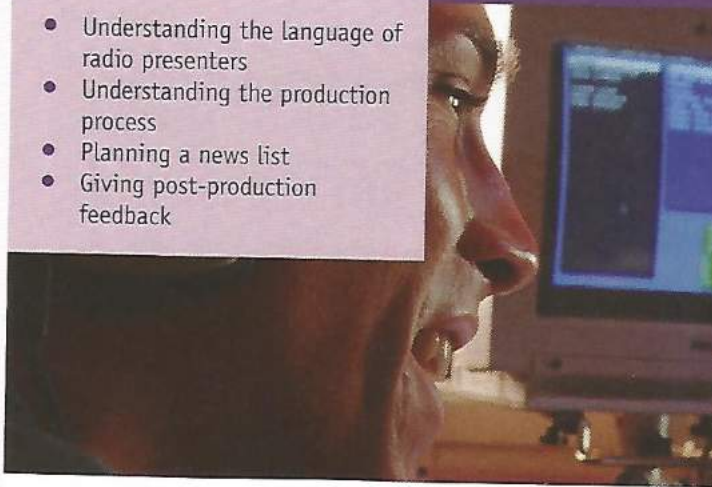


- h Exchange your story with another pair. Read and make any corrections to their article and give it a headline.
- i In groups, research a local news story. Make notes and write an article for an English-speaking newspaper.

# UNIT 2

## Radio

- Understanding the language of radio presenters
- Understanding the production process
- Planning a news list
- Giving post-production feedback



### Understanding the language of radio presenters








#### 1 a 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 To what extent is radio regulated or deregulated in your country? Are there a lot of government controls and restrictions on the radio industry?
- 4 Which radio stations are the most popular in your country?

#### b 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? Explain why.

#### c Match the BBC radio stations (1–6) to the genres (a–f).

- |  |   |  |
|--|---|--|
| <p>1  <b>1</b> The best new music and entertainment</p>   |  | a Classical music                      |
| <p>2  <b>2</b> The most listened-to station in the UK</p>   |   | b Global news and documentary          |
| <p>3  <b>3</b> Classical, jazz and world music, drama and the arts<br/><small>90–93FM</small></p> |   | c Popular music; youth-oriented        |
| <p>4  <b>4</b> The home of intelligent speech radio<br/><small>92–95FM</small></p>                |   | d News and sport                       |
| <p>5  <b>5 live</b> The home of live news and live sport</p>                                      |   | e Easy-listening music; adult-oriented |
| <p>6  <b>BBC Worldwide</b><br/>Impartial news and reports from around the world</p>               |   | f News, current affairs and arts       |



- d ▶ 21 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 1c to help you.

1	<u>Popular music or easy-listening music</u>	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____	8	_____

- e ▶ 21 Listen again and tick (✓) the phrases that you hear.

Introducing the show/presenter/DJ	Introducing guests/features/news	Introducing music
It's 6 o'clock on Monday 24th September. This is <i>The Morning Show</i> with John Gray in London ...	In this programme, we'll be talking to the education minister about student debt.	Next up is <i>All Summer Long</i> by Kid Rock.
It's 8 o'clock, and you're having breakfast with me, Amanda Green.	Let's talk to Jonathon White, our football correspondent.	We've still got Madonna's <i>Ray Of Light</i> to play for you, and a track from The Beatles, but first, The Foo Fighters' <i>Learn To Fly</i> .
And now it's time for <i>Everyday Women</i> ... with Carla Morris.	Still to come in the next half hour, we interview ...	That was The Saturdays with <i>If This Is Love</i> . Before that you heard <i>Forever</i> from Chris Brown.
You're listening to UK Radio FM.	We'll be speaking to the Prime Minister at ten past eight.	Here's the second movement of Beethoven's <i>Emperor Concerto</i> , performed by the Berlin Philharmonic Orchestra and conducted by Heinrich Erhard.
I'm Gemma Wilson and welcome to <i>In Focus</i> .	... but now over to the newsroom.	This is the brilliant Nick Cave with <i>Into My Arms</i> .
I'm Mo Ace and this is a free podcast.	This week, Rahim Anwar presents a programme about the poet Auden ...	
	Coming up, the news, with ...	

- f Correct the mistakes in the following extracts from radio broadcasts.

- You're listening at Radio Australia. I'm Gil Brennen and welcome at *Good Morning Australia*.
- Here's Bach's Concerto for keyboard in D major, performed with Alison Balsom and Colm Carey.
- 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.
- That was Coldplay by *Viva la vida*. Before that, you heard *Rockstar* of Nickelback.
- This week, John Walsh presents a programme with finding work on the Internet.

- g ▶ 22 Listen to the extracts and check your answers.

- h 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.

- i Now either record your broadcast and play it back to your class, or 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.

2 a 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?

b Read the radio commissioning brief and answer the following 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?

## London 1 documentaries

## London

### Listeners

London 1 is the voice of young London and serves a **key audience**: the under-25s.

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.

### 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. London 1 will continue to commission documentaries to entertain and engage, but the audio is only part of what we are commissioning. Producers will be expected to provide, in addition to the broadcast programme:

- Selected highlights to be played in preceding programmes to **trail ahead** to the documentary
- 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**

### Format

There is now a variety of **formats** available to the producer. These are:

- Two five-minute **packages** and a studio discussion with two guests
- Two ten-minute packages
- One twenty-minute package

### Content

All documentaries must be based on the highest journalistic 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. All programmes commissioned by London 1 will be subject to the relevant guidelines, including the Editorial Guidelines. Copies of these guidelines can be accessed on [www.London1/info/guidelines](http://www.London1/info/guidelines).

Areas that London 1 is looking at for documentaries in the next four months

Music based: Madonna, Duffy, U2, Dr Dre, Coldplay, Green Day, Usher, Rick Rubin, Elbow.

Social issue based: The environment; World Aids Day; back to school / new beginning at school/university/work; life changes; how Christmas can be very stressful for lots of reasons: families, expectations, eating disorders, depression; there are also the recurrent themes of mental health, exam revision, and career decisions and choices.

### Additional requirements

Details of **clues**, billings and support material are outlined in a separate document that can be accessed on London 1's commissioning website: [www.London1/commissioning/](http://www.London1/commissioning/)

### Price

The cost of a London 1 documentary is around £3,000, though some budgets are subject to foreign travel, and are likely to be higher.

### The commissioning process

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.

**c** Read the commissioning brief on page 20 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 different formats can the producer choose from?
- 4 What kind of documentaries do London 1 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?

**d** Complete the following definitions using the 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 media 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: \_\_\_\_\_

**e** 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? Explain why.
- 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.

**f** Write the introductory cues for the documentaries you discussed in Exercise 2e. Use the language in Exercise 1e to help you.

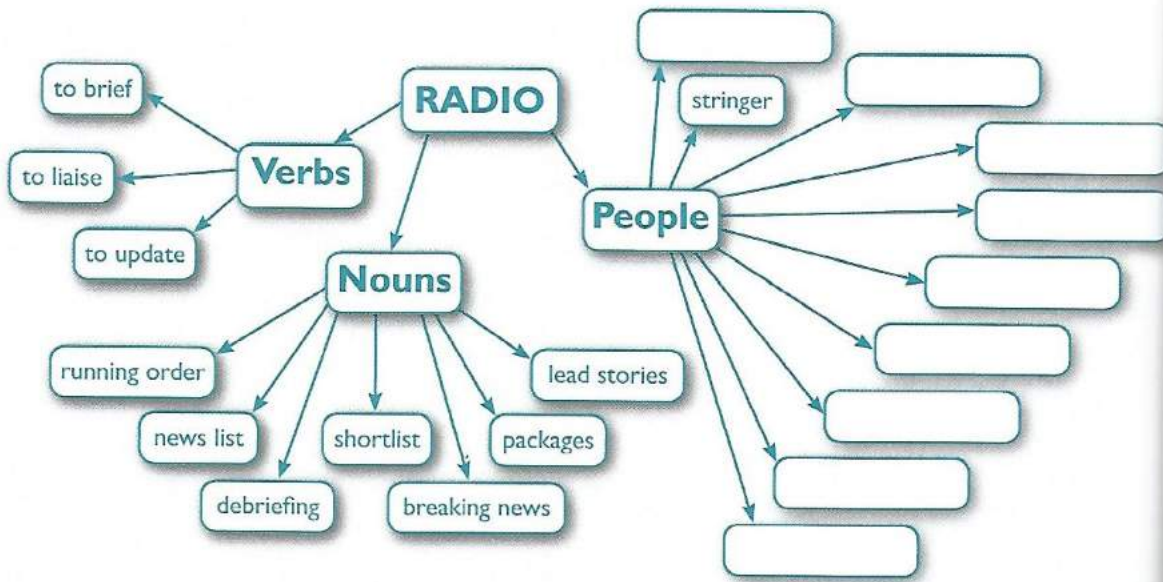
## Understanding the production process

**3 a** 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.
- Everybody prefers the TV to the radio.
- Young people no longer listen to the radio.

**b** In pairs, compare and discuss your answers.

**C Complete the definitions (1–11) using the words in the word web.**



- 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:  
\_\_\_\_\_

- d** *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?
- e** The magazine extract on page 23 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 terms in the word web in Exercise 3c.

9 AM

Arrive at work. Read all the newspapers, check breaking news on satellite. Start preparing (1) news list.

11 AM

Morning meeting with editor, deputy editor, broadcast journalists and researchers to discuss news list and decide (2) \_\_\_\_\_ for tomorrow's programme.

11.30 AM

In newsroom, tell reporters and researchers who to interview for research and who to invite to tomorrow's programme. Contact (3) \_\_\_\_\_ if necessary. Decide (4) \_\_\_\_\_ of programme.

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.

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 to 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.

9.30 AM

Sort out accounts: payments for taxis, guests, etc. Go home.



- f Would you like to do Dawn Henderson's job? Explain why / why not.
- g Complete the 'People' section of the word web in Exercise 3c using words in the extract in Exercise 3e. Can you add any more vocabulary to the word web?
- h In pairs, discuss whether you think word webs are a good way to learn vocabulary. How do *you* learn vocabulary? Compare your ideas.
- 4 a ▶ 23 Listen to Dawn Henderson giving instructions in the newsroom. Which of the following items does she mention and in what order?
- |   |  |
|---|--|
| <input type="checkbox"/> Children's names | <input type="checkbox"/> Rising house prices |
| <input type="checkbox"/> Schools closing  | <input type="checkbox"/> World War II        |
| <input type="checkbox"/> Global warming   | <input type="checkbox"/> A new museum        |

**b** ▶ 23 Listen again and tick (✓) the phrases that you hear.

A	B
Can/could you deal with ... ?	Do you mean ... ?
I want you to ...	Shall I ... ?
I'd like a(n) ...	Should I ... ?
I'd like you to ...	
Speak to ...	
Use ...	
Contact ...	
Would you mind ... ?	
Will you ... ?	
You'll need to ...	

**c** Choose the best title for columns A and B in Exercise 4b from the following list. Write the titles in the table.

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

**d** 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?

**e** Complete the following table using the phrases in Exercise 4b that are followed by a noun, a gerund (-ing) or by the infinitive. Look at Audioscript 2.3 on page 93 to help you.

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

**f** Correct the mistakes in the following sentences.

- 1 Shall I to use our contacts 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 with our stringer in San Francisco.
- 5 Could you mind checking the story for accuracy?

**g** In groups, role play a meeting to decide the content for a radio package about learning English in your country. Use your 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 practise again. Make sure each student has a chance to be the producer.

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

### 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.

5 a 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?

b 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 Audio 2.3. 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 names house prices  
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.

c 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 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.

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

**e** Look at the sentences in **bold** in the news list and decide if the following statements are True (T) or False (F).

- 1 These sentences summarise the topic of the item.
- 2 They are all 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.

**f** 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 spokesperson 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 a 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.

**g** 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?

**h** Write a news list for a thirty-minute current affairs programme tomorrow morning, using the ideas you discussed in Exercise 5a. Remember to use topic sentences and to give clear instructions using the imperative.

- 6 a** ▶ 24 Listen to a phone conversation 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 -



**b** ▶ 24 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.

**c** In pairs, role play a phone call between a producer and a stringer. Use the news list you wrote in Exercise 5h and the phrases in Exercise 6b to help you.

## Giving post-production feedback

**7 a** 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.

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

- A booked speaker does not arrive for the show    N
- 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

**c** ▶ 25 Listen to a debriefing meeting at the *Good Morning Australia* studio and tick (✓) the points in Exercise 7b that they discuss.

**d** ▶ 25 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 \_\_\_\_\_.

- e** In groups of four, role play a debriefing meeting. Student A, you are the producer; Student B, you are the technical expert; Students C and D, you are researchers. Student A, read the notes below and prepare to lead the meeting; 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.

- 8 a** Read the extract from the debriefing meeting in Audio 2.5 and answer the following 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?

- b** Decide if the following statements are True (T) or False (F).

- 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.

**C 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

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

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

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

**e In pairs, ask and answer the questions in Exercise 8d.**

- 9 a 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?**

Thank you for all your efforts on this morning's programme.

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.

On a 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.

Dawn

**b In pairs, answer the following questions.**

- Does the email summarise the debriefing meeting successfully?
- Does the email suggest action to be taken?
- What opening and closing salutations does Dawn use?
- Which phrases does Dawn use to introduce the negative and positive points?
- Is the email formal or informal? (Is standard or non-standard English used? What punctuation is used?)

**c Write a debriefing email for the debriefing meeting you held in Exercise 7e.**

# UNIT 3

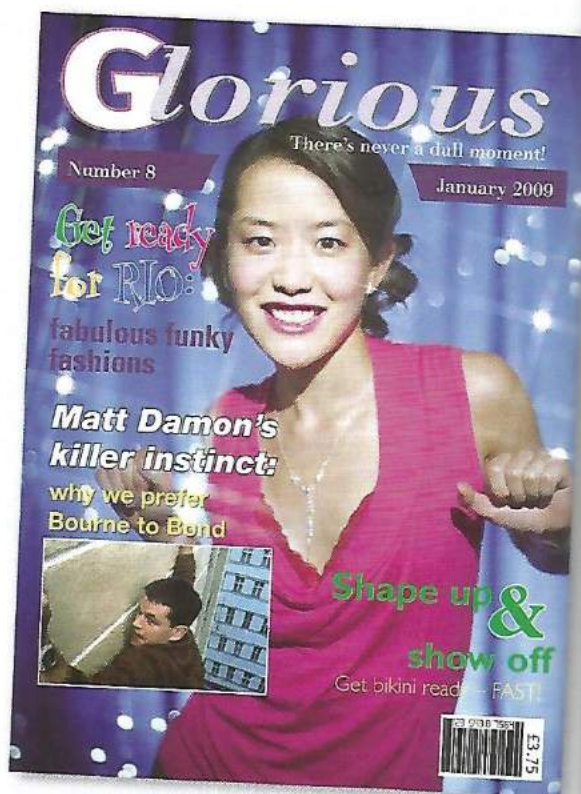
## Magazines

- Composing magazine covers
- Planning the contents of a magazine
- Giving instructions for a photo shoot
- Planning and writing a true-life story



### Composing magazine covers

- 1 a In pairs, discuss the following questions.
- 1 Which magazines do you read? Why do you read them?
  - 2 What are the most popular magazines in your country at the moment? Why do you think they are the most popular?
  - 3 What do you find difficult about reading magazines in English?
- b Look at the English-language magazine covers at the top of the page. Decide which of the magazines you would most/least like to read. Explain why / why not.
- c Find the following things on the cover.
- title price issue-number date bar code  
coverline slogan
- d In pairs, discuss which parts of a magazine cover are the most influential in making you buy a magazine. Explain why.
- e Look at the magazine titles in the box and answer the following questions.
- Vogue Simply Knitting Cosmopolitan FHM  
What Car? GQ House Beautiful Esquire  
Glamour PS3 Beautiful Britain T3
- 1 Which titles give information about content?
  - 2 Which titles suggest a type of person or lifestyle?
  - 3 Which titles give no obvious information about their content or readers?



- 2 a Match the coverlines (1–8) to the kinds of magazine below (a–e). There may be more than one possible answer.

**coverline** (noun)  
short lines of text on the front cover of magazines which try to get the reader's interest by describing some of the articles in the magazine

1 **Get ready for RIO:**  
fabulous funky fashions

2 **The most amazing year EVER?**  
"I met my prince charming, got my dream job, gave birth to triplets and won the lottery!"

3 **No TV ever!**  
Is it time to impose a total ban for toddlers?

4 Make your house **clean & green!**

5 **Get fit and fabulous!**  
The best exercises for brides-to-be!

6 **Beat the heat:**  
great summer fashion

7 The ten best guys' books you'll ever read!!!

8 **Shape up & show off**  
Get bikini ready – FAST!

- a women's magazine      c parenting magazine      e wedding magazine  
b men's magazine      d house magazine

- b In pairs, discuss the following questions about magazine coverlines. Use the examples in Exercise 2a to help you. (You will check your answers in Exercise 2c.)

- 1 Can underlining, **bolding**, CAPITALISATION, font size and style, and colour vary?
- 2 Is it impolite to use imperatives in coverlines?
- 3 What punctuation is omitted in coverlines?
- 4 What part of an article is sometimes introduced by quotation marks in coverlines?
- 5 Is it OK to use questions in coverlines?

- c Match the questions in Exercise 2b (1–5) to the answers below (a–e).

- a No, not all. In fact, they are very common, especially in celebrity magazines, magazines aimed at young people and young adults, and magazines with a more populist appeal (e.g. in *Glamour* but not *Vogue*, in *FHM* but not in *Esquire*); they try to involve the reader directly.
- b Full stops are often omitted, but other punctuation is used. Exclamation marks are a common feature of coverlines (especially in celebrity magazines, magazines aimed at young people and young adults, and magazines with a more populist appeal) because they show emotion and immediacy, and increase involvement.
- c Yes. Good use of typographical features is an important way of getting the reader's attention.
- d Yes. The idea is that the reader will want to read the article to find the answer.
- e Sometimes there is a direct quotation from the interviewee which includes the most sensational part of the story (especially in celebrity magazines, magazines aimed at young people and young adults, and magazines with a more populist appeal).

d Look at the coverlines (1–6) and identify the features listed in Exercises 2b and c.

- |  |  |
|--|--|
| 1 What men <b>REALLY</b> want in life (you'll be surprised!) | 4 "Kidnapped by a man I met on the Net"  |
| 2 <b>316</b> really brilliant fashion finds                  | 5 <b>Spanish special:</b> tasty tapas recipes and magical Madrid gourmet guide |
| 3 <b>Need \$ fast?</b><br>Follow our 7-day smart earner plan | 6 <b>Quick and easy flowering gardens</b>                                      |

3 a ▶3.1 Listen to a radio advertisement for a magazine and decide which kind of magazine it is.

b Look at the two coverlines you just heard in Exercise 3a (a and b) and answer the following questions.

- Which coverline uses rhyming words?
- Which coverline uses alliteration (words that begin with the same consonant sound)?

a **Beat the heat:**  
great summer fashion

b **Shape up & show off**  
Get bikini ready – FAST!

c Look at the following coverlines and decide which pronunciation features are used (rhyming and/or alliteration).

1 Make your house **clean & green!**

2 **Get fit and fabulous!**  
The best exercise for brides-to-be!

3 **Spanish special:**  
tasty tapas recipes and magical Madrid gourmet guide

4 **Fun in the sun:**  
ten top holiday destinations

5 **Matt Damon's killer instinct:**  
why we prefer Bourne to Bond

6 **Beijing rising**

7 What to wear **from 19 to 91**

d ▶3.2 Listen to the coverlines in Exercise 3c and check your answers. Practise saying the coverlines.

e In pairs, write suitable coverlines for the following magazine articles. Use the words in brackets to help you.

- A famous actress, Julia Roberts, is photographed on a beach looking incredible. (*wow!* / *body secrets*) *Wow! Julia's beach body secrets*
- A top Hollywood couple's romance is becoming more serious. (*Jen and Paul* / *"She's fantastic!"*)
- How to easily transform your garden. (*stunning* / *makeover* / *easier*)
- A new diet to help you lose weight very quickly. (*hottest* / *lose ten kilos* / *two months*)
- How doing exercise can help you give up smoking. (*fit* / *quit* / *give up nicotine*)
- A review of the best new cars of the year. (*coolest*)
- The best guitar songs of all time. (*greatest* / *tracks*)

f Compare your coverlines with the suggested answers in the key on page 103. Which do you prefer?

## Planning the contents of a magazine



4 a In pairs, make a list of the typical contents of magazines aimed at women aged between 25 and 45.

b ▶ 3.3 An editorial meeting is taking place to plan the next issue of *Glorious* magazine, a monthly magazine aimed at women aged between 25 and 45. Listen to two extracts from the meeting and see how many of your ideas from Exercise 4a are mentioned.

c ▶ 3.3 Listen again and answer the following questions.

- 1 According to the fashion editor, who are going to be big names in the future?
- 2 What does Scott want to commission a short piece about?
- 3 Why does the editor-in-chief say "I'll hand you over to Richard."?
- 4 What is Grace going to do a short piece about?
- 5 When are the deadlines for commissioning articles, copy and artwork?
- 6 When are the members of the editorial team meeting to make the final decision on contents for the July issue?

d Underline the verb forms used to express the future in the questions in Exercise 4c. Then decide which verb form is used in the following situations.

- 1 To express a spontaneous decision about the future
- 2 To talk about a plan for the future made before the moment of speaking
- 3 To talk about a fixed future arrangement
- 4 To talk about a future schedule
- 5 To make a prediction about the future

e Look at the following sentences from an editorial planning meeting and decide who might say them: the deputy editor, the fashion editor, the beauty editor, the picture editor, or all of them. There may be more than one possible answer.

- 1 I'll look into the new Chanel cosmetic range.
- 2 I'm meeting Peter tomorrow to decide which photos we want to use.
- 3 We're not going to include the story about student debt.
- 4 There's no way I'm going to meet the deadline.
- 5 What time is the Armani shoot?

f Look at the sentences in Exercise 4e again and decide which verb form has been used in each sentence to express the future. Explain why.

**g** Below are four excerpts from four different conversations. Complete the sentences using the most likely future tense of the verb in brackets.

- I \_\_\_\_\_ Matt Damon tomorrow. I'm so nervous! (*interview*)
- Don't worry about the deadline. It's been extended. It \_\_\_\_\_ the 23rd, not the 19th. (*be*)
- I \_\_\_\_\_ the copy when I get back. (*proofread*)
- I'd really like to know when I' \_\_\_\_\_ ! (*be paid*)

**h** ▶ 34 Listen to the excerpts and check your answers.

**5 a** ▶ 35 Listen to the fashion editor's proposal from the editorial planning meeting again and tick (✓) the phrases that you hear.

**Making and justifying a proposal**

I'd like to propose a piece on ... , as ...

I think a story about ... would be really interesting.

It might be expensive, but ...

I want to do an article on ... because ...

**Making objections**

I don't know.

I'm not sure if ...

It sounds promising, but ...

**Dealing with objections**

That's not a problem.

You don't need to worry about that because ...

**b** Imagine you work for a men's magazine. Think of three stories that would be good in the summer edition. Using the phrases in the first column above, plan how you will present your ideas at the editorial meeting.

**c** In groups of three, role play making and objecting to a proposal. Student A, make your proposals; Students B and C, make objections at the end; Student A, deal with their objections. Use the language in the table in Exercise 5a to help you. When you have finished, swap roles and practise again.

**d** ▶ 36 Listen to four more excerpts from the editorial planning meeting. Decide how each expression is being used.

- To keep order
- To hand over to somebody else
- To sum up

**e** ▶ 36 Listen again and write the expressions you hear in the table below.

Keeping order	Handing over	Summing up
Let's keep it relevant.	Over to you, ... I'll pass you over to ... So, who's going to start?	To sum up, ...

**f** In groups, role play an editorial meeting. Choose a real magazine that you are all familiar with. Student A, take the role of editor-in-chief; the others, take different roles in the magazine – you could choose from art director, fashion editor, photo editor, features editor, travel editor, or any other position. Agree on the contents for your next issue.



## Giving instructions for a photo shoot

### 6 a In pairs, discuss the following questions.

- 1 How important are photographs to a magazine's success?
- 2 Do different kinds of magazine use different kinds of photo?
- 3 Have you ever used a photo library? If so, which one, and do you have a favourite photo library?
- 4 How do magazines commission photographers?

### b Read the two emails below and answer the following questions. Explain your answers.

- 1 Do the emails contain the same information?
- 2 Which is the most informal?

A

From: cshughes@glorious.co.uk  
 To: sbell@photoshoot.co.uk  
 Cc: jodiebrown@glorious.co.uk  
 Subject: April photo shoot  
 Importance: High Reply Reply All Forward Delete Folder

Dear Stephen,

We were very happy with the work you did for us last summer, and we were wondering if your agency would be interested in working with us again on another photo shoot in South America. We are doing a fashion tie-in with the World Championships in Rio. The shoot is provisionally scheduled for the first week of June, and we will need to have the photos by the 15th.

If you are interested in the job, please contact us immediately to discuss payment and for a full brief.

Best wishes,  
 Charlotte

Charlotte Smith-Hughes  
 Fashion Editor  
 Glorious

*Glorious*

B

From: cshughes@glorious.co.uk  
 To: sbell@photoshoot.co.uk  
 Cc: jodiebrown@glorious.co.uk  
 Subject: April photo shoot  
 Importance: High Reply Reply All Forward Delete Folder

Hi Steve,

How are you? Working hard? Not too hard I hope, as I've got a great gig for you. I'm doing a fashion piece which I want to shoot in Rio, and I thought of you. The shoot is pencilled in for the first week of June, and I'll need to see the photos by the 15th. What do you think? It'd be great to work with you again. The shoot we did last year was fantastic. Let me know if you're interested ASAP, and I can give you all the details re money and the brief.

All the best,  
 Charlotte

Charlotte Smith-Hughes  
 Fashion Editor  
 Glorious

*Glorious*

**C** When writing an email, there are some things you should always try to do and others you should never do. Complete the following statements about writing emails using either *Always* or *Never*.

- 1 Always put a subject line.
- 2 Never forget to check for grammar and spelling mistakes.
- 3 \_\_\_\_\_ choose the appropriate register (formal, neutral, informal).
- 4 \_\_\_\_\_ personalise your message to the recipient.
- 5 \_\_\_\_\_ forget your signature.
- 6 \_\_\_\_\_ try to keep your message short if you can.
- 7 \_\_\_\_\_ forward an email without permission.
- 8 \_\_\_\_\_ think that no one else will ever see your email.
- 9 \_\_\_\_\_ expect an immediate answer.

**d** Look at the emails in Exercise 6b again and decide if they both follow the rules.

**e** The statements in Exercise 6c are all examples of good email etiquette for both formal and informal emails. There are some features, however, that apply to only formal or informal emails. In pairs, decide if the following features are formal or informal, and then find examples in the emails.

- 1 Use of slang Informal (e.g. 'gig')
- 2 Use of contractions
- 3 Use of *Dear* and *Best wishes*
- 4 Omitting words
- 5 Use of abbreviations

**7 a** In groups, discuss the following questions.

- 1 Do you prefer to send emails or speak over the phone?
- 2 Have you got an answering machine? If so, what is the recorded message?
- 3 How do you feel about leaving messages on answering machines?
- 4 Have you ever had to leave messages on an answering machine in English? Did you find it easy or difficult?

**b** ▶ 3.7 Listen to two examples of Charlotte leaving a telephone message for Stephen Bell, the fashion photographer. Decide if one message is more formal than the other. Explain your answer.

**c** ▶ 3.7 Listen again and complete the following extracts.

- 1 You're (a) through \_\_\_\_\_ to \_\_\_\_\_ the *Photo Shoot Agency*. We're sorry that nobody is able to take your call at the moment. Please leave a message and your details, and we'll (b) \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ as soon as possible.

Hello. (c) \_\_\_\_\_ Charlotte Smith-Hughes, the fashion editor of *Glorious* magazine. I'm calling to ...

Could you please (d) \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ 0207 478274 to confirm ...

- 2 Hi, this is Steve. I can't speak right now. (a) \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Hi, Steve. (b) \_\_\_\_\_ Charlotte ... Give me (c) a \_\_\_\_\_ to confirm ...

My work number is 0207 478274. Speak to you soon.

- d Look at the answerphone messages in Exercise 7c. Change the information to write a recorded message for your work answer phone and one for your home phone.
- e In pairs, practise leaving a message on an answerphone. Student A, read out your recorded message; Student B, leave a message asking the person who you are calling to phone you urgently regarding an important meeting. Swap roles and practise again.
- 8 a Read the extract from the brief for the World Championships fashion photo shoot in Rio. In pairs, discuss if you think the spread will be good. Explain why / why not.

Photo shoot: World Championships  
ref: 07/11fas

# Glorious

## Context

*Glorious* is a glossy women's magazine. Its market is women in their mid-20s to mid-40s. It has a young, dynamic feel. It includes sections on beauty, health and fitness, romance, work, fashion, travel and culture, as well as true-life stories.

## Brief

This is a high-cost shoot and will be the principal fashion spread and focus for the World Championships theme in the July issue. The spread will be ten pages.

This spread has two objectives:

- 1) to capture the innovation and originality of the new breed of fashion designers that are currently emerging in Rio
- 2) to draw on the beauty of locations in Rio.

The photos must showcase the work of new, young designers within their own vibrant culture. We want the shoot to be dynamic and colourful, combining the city's rich history with its modern side.

## Timescale

Date of shoot: 5th June

Deadline for photos: 15th June

## Fee

The fee for the two-day shoot is £1,000.

## Contact

Charlotte Smith-Hughes

Fashion editor

*Glorious*

cshughes@glorious.co.uk

0207 478274

- b Complete the following definitions using the headings in bold in the brief.

- |                      |                        |
|----------------------|------------------------|
| 1 Payment: _____     | 4 Communication: _____ |
| 2 Deadline(s): _____ | 5 Requirements: _____  |
| 3 Background: _____  |                        |

**C** Answer the following questions about the brief by choosing the correct alternative (a or b).

- |                                 |  |
|---------------------------------|--|
| 1 The Context section describes | 3 The Brief section describes                                  |
| a the magazine.                 | a the magazine.  |
| b the shoot.                    | b the shoot.   |
| 2 The Context section uses      | 4 The Brief section uses                                       |
| a the present simple.           | a mostly present tenses, <i>may</i> and <i>should</i>          |
| b the present continuous.       | b a combination of present simple, <i>must</i> and <i>will</i> |

**d** Imagine you are the editor-in-chief of your school/company magazine. For the next issue, you have commissioned an article about new members of staff (or another current topic), and you would like a photo spread to accompany the article. Write a photo shoot brief, using the brief in Exercise 8a as a model.

## Planning and writing a true-life story

**9 a** In groups, discuss the following questions.

- 1 What kinds of magazine include true stories in their features sections?
- 2 Why do you think some people like reading true stories?
- 3 Do you like reading true stories? Explain why / why not.
- 4 What makes people tell stories about their private lives to a journalist?

**b** Most true stories in magazines can be divided into the following four sections. Write the following section headings in the notebook below in the order you would expect them to appear.

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| a Moral (the lesson of the story) | c Setting (characters, place, time) |
| b Problem                         | d Solution                          |

**C** You are going to read an article called *Lightning strikes twice*. Match the notes the journalist made (a–f) to the correct headings on the right (1–4).

- a Matt has to have a liver transplant and then his wife Ann has to have a liver transplant.
- b This experience, which often causes couples to separate, has made Ann and Matt stronger and care for each other more.
- c Ann and Matt
- d The story starts when Matt is 39.
- e Both Matt and Ann have successful operations.
- f The USA

**d** Think of a true story. It could be personal, about people you know, or invented. Make notes like those in Exercise 9c.

*Lightning strikes twice*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

- 2 Read the article *Lightning strikes twice*. Is it similar to or different from how you imagined it would be after reading the journalist's notes? Explain your answer.

# Lightning strikes twice

**W**hen her husband told her the awful news, she had no idea there would be more to come.

Ann Storm felt nervous at work that day. She was worried about her husband Matt's doctor's appointment that afternoon. When she got home that evening, she went into their bedroom. Matt was waiting for her, his eyes full of tears.

"What?" she shouted in a panic. "What did the doctor say?"

Matt managed to say, "I need a liver transplant; without it I will die." He was 39 years old.

**“I need a liver transplant, without it I will die”**

After months of waiting, a donor liver became available. Matt and Ann held hands tightly as they drove up the motorway to the hospital. They were still holding hands as Matt was wheeled into the operating room at 3 am. "I might not survive this," Matt thought. As Ann kissed her husband goodbye, they both cried.

The operation went well, and he was soon back at home. Four months after the transplant, Matt was begging to return to work. He had read 36 books and watched every programme on TV. "I had more energy than

ever," he remembers. "Life was looking good again."

Then, two years later, Ann suddenly fainted at work. She was taken to hospital, where tests showed Ann had suffered liver failure. A brutally honest doctor said that Ann could die at any time.

Now it was Ann's turn to wait for a donor liver. The Storms were not optimistic. "Two livers for one family?" Ann wondered. In August they decided to return to the Greek island of Kefalonia, where they'd honeymooned ten years earlier. "We knew this could be our last time together and were determined to enjoy it," says Matt. "We just wanted to be together," explains Ann. "That was the most important thing."

It was a shock when, a few weeks after they returned from Kefalonia, a call came from the hospital. Matt drove his wife to Glasgow "like a maniac",

and saw the helicopter with the donor liver arrive on the hospital roof. The operation finished at seven the next morning. She left the hospital after ten days.

**“We just wanted to be with each other”**

Before Matt's transplant, Ann received a call from a nurse asking how long the Storms had been married, and if they really loved each other. "Why are you asking all these questions?" Ann responded. "Because," the nurse told her, "the transplant experience is so stressful that some couples split up." It has been just the opposite for the Storms.

At the end of a Friday night meal at a local restaurant, Matt urges Ann to put her coat on. "It's cold out there." Ann puts on her coat, and Matt puts his arm around her. "That's the way it is," Matt adds as they go out into the winter night. As long as we're together, we can weather any storm."



- b** Without looking back at the article, complete the following sentences using the verbs in the box. Then put the sentences in the correct order.

became felt finished had suffered left managed puts (x2) was ~~was waiting~~

- Matt was waiting for her, his eyes full of tears.
- Now it \_\_\_\_\_ Ann's turn to wait for a donor liver.
- Ann Storm \_\_\_\_\_ nervous at work.
- Ann \_\_\_\_\_ on her coat, and Matt \_\_\_\_\_ his arm around her.
- A donor liver \_\_\_\_\_ available.
- The operation \_\_\_\_\_ at seven the next morning.  
She \_\_\_\_\_ the hospital after ten days.
- Matt \_\_\_\_\_ to say, "I need a liver transplant."
- Tests showed Ann \_\_\_\_\_ liver failure.

- c** Complete the following table using the name of the correct tense. Choose from past continuous, past perfect or past simple. Then find an example in the sentences in Exercise 10b.

Tense	Use	Example
Present simple	To bring a story into the present so that it seems more relevant and up-to-date	Ann puts on her coat, and Matt puts his arm around her.
	To narrate past events in a story in chronological order	
	To express duration or repetition in the past	
	To narrate an action that happened in the past before another past action	

- d** Without looking back at the article, complete the following excerpt from *Lightning strikes twice* using the correct past tense form of the verbs in brackets.

The operation went (go) well, and he \_\_\_\_\_ (be) soon back at home. Four months after the transplant, Matt \_\_\_\_\_ (beg) to return to work. He \_\_\_\_\_ (read) 36 books and \_\_\_\_\_ (watch) every programme on TV. "I had more energy than ever," he remembers. "Life was looking good again."

Then, two years later, Ann suddenly \_\_\_\_\_ (faint) at work. She was taken to hospital, where tests showed Ann \_\_\_\_\_ (suffer) liver failure. A brutally honest doctor said that Ann \_\_\_\_\_ (can) die at any time.

- e** Complete the following excerpts from *Lightning strikes twice* using the correct form of the following verbs. There may be more than one possible answer, but try to remember which verb was used in the actual article.

tell add respond ~~shout~~ explain say

- "What?" she shouted in a panic. "What did the doctor say?"
- Matt managed to \_\_\_\_\_, "I need a liver transplant; without it I will die."
- "Why are you asking all these questions?" Ann \_\_\_\_\_.

- 4 "Because," the nurse \_\_\_\_\_ her, "the transplant experience is so stressful that some couples split up."
- 5 "We just wanted to be together," \_\_\_\_\_ Ann. "That was all that mattered."
- 6 "That's the way it is," Matt \_\_\_\_\_ as they go out into the winter night. "As long as we're together, we can weather any storm."

**f** Read the article again and check your answers.

**g** The sentences in Exercise 10e use the reporting verbs *shout*, *say*, *respond*, *tell*, *explain* and *add*. Look at the article again and try to find more examples of reporting verbs.

**h** Cross out the incorrect words in the following statements. Use the examples in Exercise 10e to help you.

- 1 Direct speech [can/cannot] be used to interrupt the story, to give attention to a specific event or relationship, to show a character's personality, and to show relationships between characters.
- 2 [Tell/Say] is always followed by a direct personal pronoun or the name of a person, e.g. *He \_\_\_\_\_ her/Jane (that) ...*
- 3 [Tell/Say] cannot be followed by a direct personal pronoun, e.g. *He \_\_\_\_\_ (that) ... or He \_\_\_\_\_ to her/Jane (that) ...*

**i** The following phrases could all have been included in *Lightning strikes twice*. Complete the phrases using the verbs in the box. There may be more than one possible answer.

said told explained added

- 1 "I might not survive this," Matt thought. He \_\_\_\_\_ "I'd had five uncles who died from liver disease."
- 2 Instead of sitting in the waiting room alone, Ann spent an hour in the hospital chapel. Praying is a practice she's since made part of her daily life. "I hadn't prayed for years," she \_\_\_\_\_, "but I prayed hard. Now I pray three times a day, every day."
- 3 A very honest doctor \_\_\_\_\_ Ann to "live for today because there might not be a tomorrow".
- 4 The Storms' love for each other has grown. "It's a whole new commitment," \_\_\_\_\_ Matt. "We're best friends."

**a** Write an article for a magazine, using the notes that you made for Exercise 9d. When you have finished, read your article and correct any mistakes. Give your article a good, catchy title.

**b** In groups, read the articles you have written and decide in which kind of magazine each article should be published.

# UNIT 4 Television

- Understanding the pre-production process
- Organising a filming schedule
- Filming on location
- Editing a TV documentary



## Understanding the pre-production process

### 1 a In pairs, discuss the following questions.

- 1 Do you work, or do you know anyone who works, in the TV industry? Describe what you/they do.
- 2 Would you like to work in the TV industry? Explain why / why not.
- 3 Look at some of the job titles used 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?

### b ▶4.1 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's news broadcast?

### c ▶4.1 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 programme about human trafficking.
- 6 They are going to meet again at two o'clock.



**d Match the terms from Audio 4.1 (1–7) to their meanings (a–g).**

1 correspondent	a national and international press agencies, e.g. Associated Press, Reuters, Agence France
2 running order	b a team responsible for filming
3 (a) live	c recorded images shot on a digital video camera, often taken by eyewitnesses to news events
4 wires	d the list of stories that make up a news programme
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 news organisation has

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

1 live	a footage	b show	c crew
2 TV	a programme	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 programme	c top
7 running	a order	b commentary	c crew
8 live	a camera	b coverage	c broadcast

**2 a In pairs, discuss the following questions.**

- Which of the following people are members of the production team?
  - editor • newsreader • reporter • researcher • camera operator • director-general
- What is the role of the production team?
- Have you ever worked in a production team? If so, describe what you did.

**b ▶ 4.2 SBC has decided to start the new series of their current affairs programme, *Bird'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 (✓) the things that they discuss.**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Research   | <input type="checkbox"/> Filming             |
| <input type="checkbox"/> Money      | <input type="checkbox"/> Travel arrangements |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Advertising         |

**c ▶ 4.2 Complete the following sentences using information from the meeting.**

- The pitch for the trafficking documentary has been approved.
- The social affairs correspondent is going to help with some \_\_\_\_\_ research.
- The \_\_\_\_\_ include lots of useful footage and interviews.
- They agree to write a \_\_\_\_\_ based on the secondary research.
- They want to avoid having too many \_\_\_\_\_ so the story will be more visually interesting.
- The footage of the border posts will be taken from the \_\_\_\_\_ of a person being smuggled.

- d** Turn to page 95 and look at the underlined phrases in Audioscript 4.2, which all contain verbs which express modality. Complete the following table by writing the verbs from the audioscript in the correct column.

Possibility	Ability	Giving advice/ recommendation	Necessary	Not necessary
could				

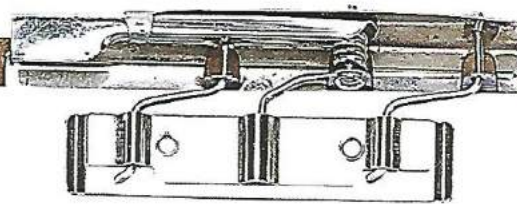
- e** In the following sentences, both of the verbs in brackets are correct. However, one of the alternatives in each sentence has a deliberate mistake. Correct the mistakes so that both are correct.

- The editor thinks you (*ought to / should to*) interview the film festival organisers.  
*should to*
- We (*must to / have to*) get a package and a live from our New York correspondent.
- The cameraman says he (*has better / should*) get footage of the setting before we arrive.
- Jim is still an inexperienced reporter; he (*need to / must*) be told what news to write about.
- We (*could / might to*) get an exclusive if we don't waste any time.

- f** 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

- 3 a** The team at *SBC* are preparing to make their documentary about human trafficking. In pairs, discuss the following questions.
- What do you think the preparation will involve?
  - What roles do the editor and production manager play in the preparatory phase of a current affairs documentary or a TV series?
  - How many people do you think are involved in shooting on location?
  - Why is it important to have a filming schedule? What would you expect this schedule to include?
- b** Read the filming schedule for the *Bird's Eye View* shoot on page 45 and answer the following questions.
- How long will the shoot last?
  - Where will the shoot take place?
  - Who are the people that are going to be interviewed?



## SBC News & Current Affairs

## Bird's Eye View Series 3

### PSC FILMING SCHEDULE

WEEK: 43  
 DATES: Monday 22 – Sunday 28 October  
 LOCATION: Various locations in Lindovia  
 TX DATE: TBC

### CREW ON LOCATION

EDITOR: Donna Eery 086542 109 458  
 REPORTER: Neil Wax 086542 216 984  
 CAMERA: James McCoy 07444 8731 4968  
 FIXER: Stefan Manailescu 00 373 998 45629

### TECHNICAL REQUIREMENTS

CAMERA	SOUND	LIGHTS
STANDARD DIGIBETA PSC	STANDARD SCU KIT	BASIC KIT
DIRECTOR TO PROVIDE TAPE STOCK		
CHECKLIST PRE-TRAVEL		
Flight Tickets, Foreign Currency & <b>Daily Rates</b> , <b>Release Forms</b> , <b>Carnets</b> , Passports, Visas, Excess Baggage Vouchers, Production Mobile, <b>Digital MP3 recorder</b>		

### 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's 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

**C Read the filming schedule again and answer the following questions.**

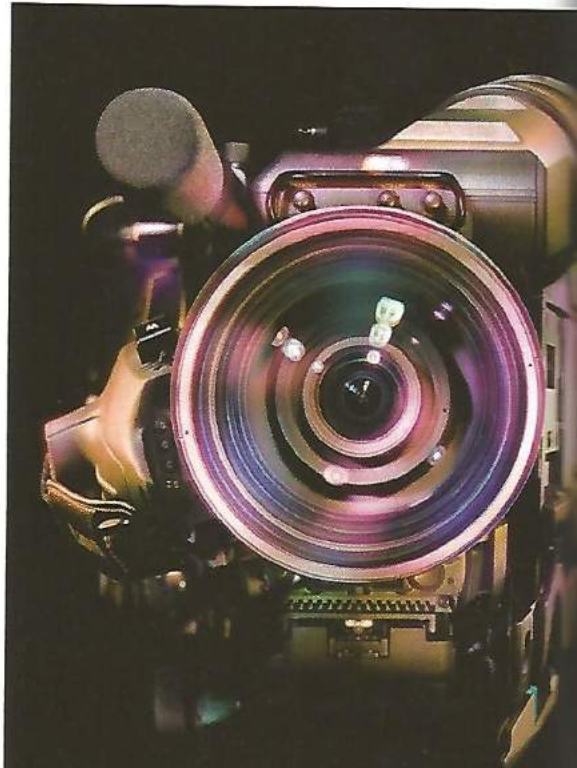
- 1 Who do you think it was written by?
- 2 Who is it written for?
- 3 What kind of document is it? There may be more than one possible answer.
  - factual • friendly • informal • informative
- 4 What verb form is mainly used?
  - gerund (e.g. *doing*) • infinitive with *to* (e.g. *to do*)
  - infinitive without *to* (e.g. *do*)

**d 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 programme will be broadcast: \_\_\_\_\_
- 4 Rendezvous – that is, to meet up 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: \_\_\_\_\_

**e 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 or Beta; it is a high-end filming format, often used by long-format documentaries: \_\_\_\_\_
- 6 Digibeta tapes which the camera operator records footage onto: \_\_\_\_\_
- 7 A series of filmed shots that can be edited together to form a single section of the documentary: \_\_\_\_\_
- 8 Customs documents often needed when taking expensive equipment outside the European Union: \_\_\_\_\_



- f ▶ 4.3 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 excerpts from their conversation and decide which term in the box best describes what they are talking about in each excerpt.

carnets   daily rates   tape stock   release forms

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

- g Complete the rest of SBC's filming schedule below using the verbs in the box. There may be more than one possible answer.

film   get   IV   R/V   travel

### FILMING SCHEDULE

*Friday 26 October*

- 10.00 (1) \_\_\_\_\_ at police headquarters.  
 (2) \_\_\_\_\_ permission for shooting.  
 12.00 (3) \_\_\_\_\_ man who's taking traffickers to court.  
 13.00 (4) \_\_\_\_\_ GVs on location. IV social worker and victims of trafficking. PTC.  
 15.00 (5) \_\_\_\_\_ representative from *People not Borders* organisation.

*Saturday 27 October*

- 10.30 (6) \_\_\_\_\_ government official.

### TRAVEL DAY

*Sunday 28 October*

- 9.00 (7) \_\_\_\_\_ to airport.  
 13.00 Departure

- h In groups, think of a 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 GVs

- i Write a filming schedule for the documentary discussed in Exercise 3h, using the schedule on page 45 as a model. Include as many details as possible.



## Filming on location

### 4 a In pairs, discuss the following questions.

- 1 Have you ever taken part in a shoot on location? If so, what were you filming and why? If not, what kind of shoot would you like to take part in?
- 2 If you could have any role in a TV film crew, which role would you have? Explain why.

### b ▶ 4.4 The *Bird's Eye View* crew are on location at a border crossing point. Listen to the conversation and tick (✓) the things that they discuss.

- The sequence of shots taken
- The border guards' change of attitude
- The effect of the weather on lighting
- The distance from the capital
- The place where Neil is going to read his script
- Technical problems with the camera

### c Complete the following definitions using the terms in the box.

pan personal mic POV pull focus tilt tracking shot walkie-talkie windshield

- 1 A covering used to protect a microphone from the noise created by the wind: windshield
- 2 A shot where the camera is moved horizontally left-to-right or right-to-left: \_\_\_\_\_
- 3 Filming with the camera placed on a wheeled carriage going along a railed track (in the conversation in Exercise 4b, James is taking shots from the car while it is moving along the road): \_\_\_\_\_
- 4 Where the reporter or presenter walks and talks to the camera at the same time: \_\_\_\_\_
- 5 Shot where the camera is moved vertically up or down: \_\_\_\_\_
- 6 Shot where the camera is used to represent the viewpoint of a subject (in the conversation in Exercise 4b, James filmed from under a blanket to suggest the point of view of a woman being secretly smuggled across a border): \_\_\_\_\_
- 7 Shot where the camera's focus is moved from one point to another: \_\_\_\_\_
- 8 A small microphone often used for interviews and PTCs: \_\_\_\_\_

- d** In pairs, test your partner on the vocabulary in Exercise 4c by either drawing or miming the word. You cannot talk!

- 5 a** ▶ 4.4 Listen to the conversation in Exercise 4b again and tick (✓) the phrases that you hear.

#### Saying what needs to be done

**We'll need to** get the guards to hold the traffic ...

**We might need to** put the big windshield on it.

**We'll give it a go** and see what the sound's like.

**We still need to** get some good shots from the other side of the border.

#### Asking for and making suggestions

... **I think we should** get down to the PTC now.

**What can we do about** this strong wind?

**I think it'd be good to** have you doing a walkie-talkie ...

This light's too bright. **You'd better** use lenses.

**What do you think?**

**If you have a better idea, please** tell us.

#### Asking someone to do something

... **could you** tell the guards what we want to do, please?

**Would you mind** asking the guards if that's OK?

- b** In pairs, discuss what kind of things you could or need to do in order to improve your English. Use the phrases in **bold** in the table in Exercise 5a to help you.

**We still need to learn** that new vocabulary.

**I think we should test each other** after class.

- c** Look at the filming schedule you wrote for Exercise 3i on page 47. In groups of four, choose one day's filming and imagine that you are in the middle of that day; role play a meeting. Student A, you are the editor; ask the crew to summarise what they have done so far today and discuss what still needs to be done. Student B, you are the camera operator; describe the shots you have taken so far today and talk about any potential problems with the afternoon's filming. Student C, you are a reporter and Student D, you are a fixer; make, ask for, and agree to follow suggestions as necessary.

## Editing a TV documentary

- 6 a** In pairs, discuss the following question.
- What is the difference between an editor (or chief/head editor) and an output editor?
- b** Read the email from Donna, the *Bird's Eye View* editor, on page 50 and answer the following questions.
- 1 Why has Donna sent this email?
  - 2 Who do you think Diana is?
  - 3 How do you think she will feel when she receives this email?

Hi Diana,

My flight has been delayed by five hours so I'm going to be really late getting to you. Can you get on with editing the people-trafficking programme until I arrive? Sorry!

Can you start on the clipping? You've got the **shot list**, haven't you? Start with the tracking shots and then move on to the interviews. It would be nice to **intercut** them with some sequences we shot on leaving the border. There are some cuts, though, which we'll have a look at together when I arrive. Tell the clipspotter to give you a hand with the time codes.

By the way, I like your idea of the reconstruction of someone being trafficked through the border. It makes it really clear to the audience what actually happened.

Regarding the atmosphere, we'll use some sound **effects** but also drones. We can enhance it with some slow mixes. I've already got the **royalty-free compilation CD**, so we won't have to pay for music.

Please tell the other reporter, Sylvana Calpepper, to come to the editing studio. Neil can't make it because he's ill, although he said he'd try and join us later if he's feeling better. Anyway, tell Sylvana she can start first. Get her to **lay down** her voice and then she can go. I know she's expected to do some recordings in Edinburgh this evening. The booth is ready. Neil has prepared a script and an **EDL**.

Sorry to leave you on your own with all this stuff, but as you know, the schedule is really tight.

If you've any doubts, ring me on my work mobile.

I'll be with you tomorrow at the latest.

Thanks,

Donna

**C Complete the following definitions using the words in bold in the email in Exercise 6b.**

- 1 Sounds/images produced for a programme or film: effects
- 2 To record: \_\_\_\_\_
- 3 A CD containing music you do not need to pay the composer to use:  
\_\_\_\_\_
- 4 Edit Decision List; it gives an idea of how the editor wants a programme to be edited: \_\_\_\_\_
- 5 To edit and mix two concurrent scenes: \_\_\_\_\_
- 6 A list of shots that the crew shot on location, with a description and their time code: \_\_\_\_\_

**d Circle the correct alternative to complete the following sentences.**

- 1 Donna uses the verb *can* / *could* to ask Diana to do things.
- 2 Donna also uses *would you* / *the imperative* to give Diana instructions.
- 3 The tone of the email is *friendly* / *unfriendly* but authoritative.

**7 a ▶ 4.5 The SBC crew have come back from filming on location. Donna Eery and Neil Wax are now finalising the on-location section of the programme for *Bird's Eye View* with the output editor, Diana Myers. Listen to their conversation and answer the following questions.**

- 1 Is Diana happy with Donna and her team?
- 2 Why is Neil in a hurry?



**b** Complete the following definitions using the words in the box from the conversation in Exercise 7a.

clipspotter time code reconstruction booth script mix

- 1 Gradual change made by the output editor from one shot to another, so that you can actually see the next shot appearing: mix
- 2 A soundproof boxed room with a microphone: \_\_\_\_\_
- 3 A sequence of numbers put on the tape when a cameraman records a shot so that it is easy to find the shots: \_\_\_\_\_
- 4 Someone who speaks the language that the interviewees use and is brought in to translate and identify exactly the clips that the reporter wants to use to illustrate the script: \_\_\_\_\_
- 5 The narrative spoken by the reporter in the booth: \_\_\_\_\_
- 6 A short, filmed representation of events that have already happened (this is used quite often in current affairs programmes, when it is difficult to get actual footage of the events that are being talked about): \_\_\_\_\_

**c** ▶ 4.5 Listen again and match the beginnings (1–6) to the endings (a–f).

- |  |   |
|--|---|
| 1 I started off with some GVs and tracking                 | a codes here.                                     |
| 2 I followed your suggestion in your email and intercut it | b up for you ...                                  |
| 3 ... it's almost like a reconstruction                    | c my voice now?                                   |
| 4 I've got all the time                                    | d with some sequences you shot at the border.     |
| 5 ... can I record   | e of someone being trafficked.                    |
| 6 The booth's all set                                      | f shots, then moved on to the interviews you did. |

**d** In groups, role play an editing session for the documentary you wrote the filming schedule for in Exercise 3i on page 47. Student A, you are the editor; you have overall responsibility for the editing session. Student B, you are the reporter; you need to record the script for the documentary. Student C, you are the output editor; your responsibility is the actual editing (mixing the sound and images). Decide how you will edit your documentary.

**e** Imagine you are going to be late for a follow-up to the editing session in Exercise 7d. Write an email to your assistant with instructions about what to do. Use the email in Exercise 6b to help you and remember to include the following points:

- Why you are going to be late
- What needs to be done
- What you like about the editing work which has been done so far
- An apology for being late
- Thanks for your assistant's help