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Cambridge English for the Media



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With Audio CD



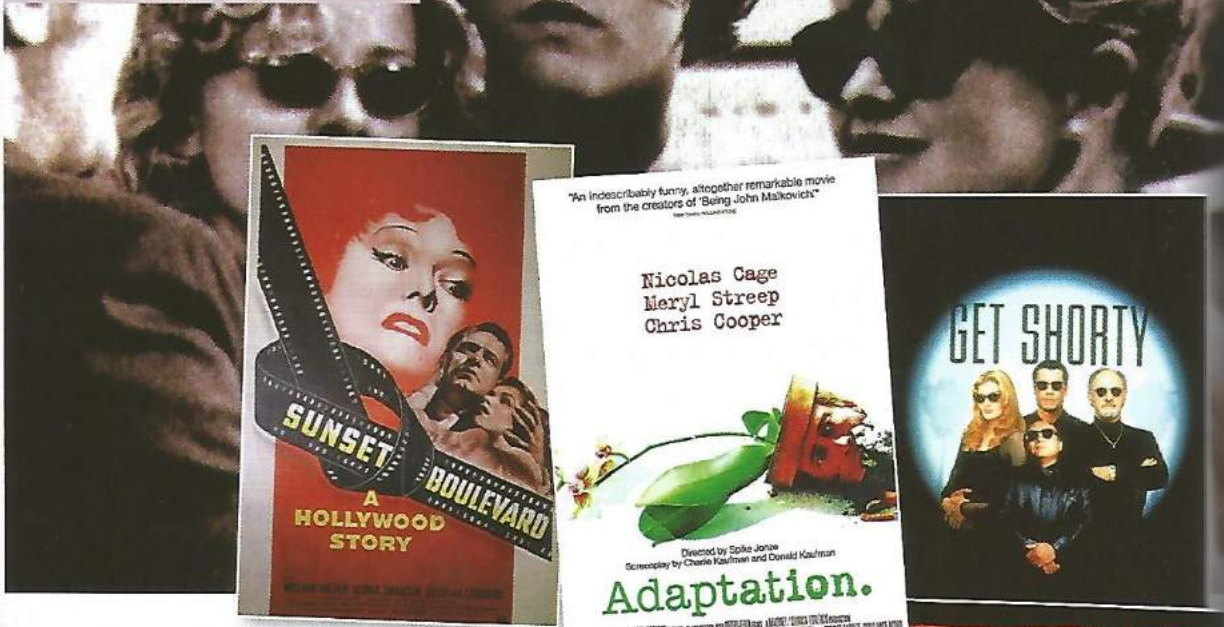
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UNIT 5

Film

- Writing a screenplay
- Pitching successfully
- Organising a shoot
- Writing a film review



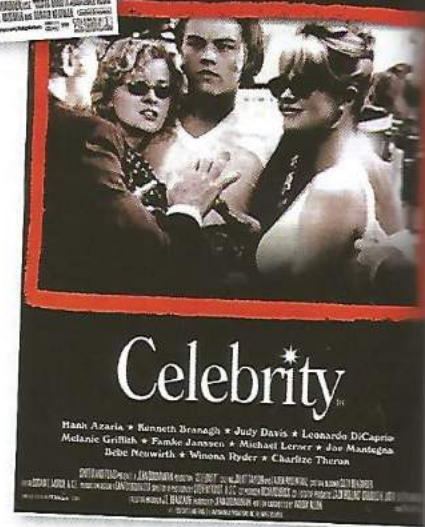
Writing a screenplay

- 1 a** The film posters at the top of the page are all about the film industry. In pairs, discuss the following questions.
- 1 What films have you seen about the film industry?
 - 2 Do you have a favourite film about the film industry?
- b** Complete the following definitions using the words in the box.

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

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

- C** In pairs, discuss the aspects of a film that are the most important for you when deciding which films to see. Use the words in Exercise 1 b to help you.



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

1	Act 1
2	Act 2
3	Act 3

a	The main conflict
b	The resolution
c	The background

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

- How is the story set up and how are the characters introduced? (Act 1)
- What conflict(s) do the characters deal with during the story – that is, what is the problem/desire/goal at the centre of the story? (Act 2)
- How is/are the conflict(s) resolved at the end of the film? (Act 3)

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

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

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

- Who is involved in the scene?
- Where does it take place?
- When does it take place?
- What is happening?
- Why is this scene taking place?
- How do the protagonists feel?

INT. L.A. BUSINESS LUNCH RESTAURANT – MIDDAY

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

KAUFMAN (V.O.)

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

VALERIE

We think you're just great.

KAUFMAN

(with studied modesty)

Oh, thank you.

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

VALERIE

And we're thrilled you're interested.

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

KAUFMAN

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

VALERIE

You have a really unique voice.

KAUFMAN

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

VALERIE

Very talented. Really.

KAUFMAN

Thanks. Thank you. Thanks.

VALERIE

(looking up)

So –

Kaufman is sweating a lot. He smiles, embarrassed.

KAUFMAN

Sort of hot in here.

VALERIE

(kindly)

Yeah, it is a bit. So, why don't you tell me your thoughts on this crazy little project of ours.

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

KAUFMAN

First, I think it's a great book.

VALERIE

Laroche is a fun character, isn't he?

KAUFMAN

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

VALERIE

Oh, of course. We agree. Definitely.

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

VALERIE

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

KAUFMAN

New York journalist writes about weird guy and he teaches her to love. I mean, it didn't happen, it wouldn't happen.

INT. OFFICE – DAY

b In pairs, discuss the following questions.

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

c Complete the following statements about the standard format of screenplays, using the words in the box and excerpt in Exercise 3a to help you.

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

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

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

- Who do you think McKee is?

INT. BAR – NIGHT

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

KAUFMAN

(pause)

I've got pages of false starts. I'm way past my deadline. I can't go back.

MCKEE

Ah, the ever-present deadline. Yes, I was doing a Kojak episode once and ... it was hell.

McKee drinks his beer, watching Kaufman.

MCKEE

Tell you a secret. The last act makes the film. You can have a boring movie, but wow them at the end, and you've got a hit. Find an ending. Use what you've learned this weekend. Give them that, and you'll be fine.

Tears form in Kaufman's eyes.

KAUFMAN

You promise?

McKee smiles. Kaufman hugs him.

MCKEE

You've taken my course before?

KAUFMAN

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

MCKEE

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

KAUFMAN

You mentioned that in class.

MCKEE

The finest screenplay ever written.

e In pairs, discuss the following questions.

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

- f Look at the following list of features that are typical of spoken dialogues, with examples from the screenplay in Exercise 3a. Can you find any more examples of these features in the screenplay in Exercise 3d?

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

- g In pairs, make a list of any other features typical of spoken conversations and screenplay dialogues.
Interruptions, rephrasing
- h Write a scene for the film you made notes on for Exercise 2c. Use standard screenplay format and make the conversation seem as natural as possible.

Pitching successfully

- 4 a In pairs, discuss the following questions.
- Once you have written a screenplay, what do you think is the next step?
 - Which is more important: talent or being in the right place at the right time?
- b You are going to read a query letter written by a screenwriter. In pairs, discuss what you think a query letter might be.
- c Read the query letter and check your answer to Exercise 4b.

Dear Mr Godfrey,

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

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

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

Yours sincerely,

Jamie Louis

Jamie Louis

d Read the query letter in Exercise 4c again and decide if the following statements are True (T) or False (F).

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

e Write a query letter for the film you outlined in Exercise 2c or a film you have seen recently, using the query letter in Exercise 4c to help you.

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

- 1 What is a *pitch*?
- 2 Do you think the seminar would be interesting and/or useful? Explain why / why not.

FILMMAKING IN THE DIGITAL AGE with Michael Wiese

About the Pitch Session

SEMINAR EMPHASIS: GET THE MONEY!

Background

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

The Pitch Session

Your pitch will be one or two minutes in length.

Key Elements of Your Pitch

Your opening sentences will include:

- The (1) _____ : is it a comedy, a thriller, a drama, a teen movie, a documentary, etc.?
- The (2) _____ : something active and engaging that would make us want to see the film.
- The (3) _____ : a one-sentence synopsis of the screenplay.
- Any other (4) _____ : anything else that will get people's interest (target audience, location, music, etc.).

Practising Your Pitch

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

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

b Read the advert in Exercise 5a again and answer the following questions.

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

c Complete the advert in Exercise 5a using the words in the box.

genre hooks logline title

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

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

e In pairs, discuss the following questions.

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

f Match the formulas for writing loglines (1–3) to an example in Exercise 5d.

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

g Write a logline for the film you made notes on for Exercise 2c or for a film you have seen recently. Then, in groups, compare your loglines. Decide which you think are the most effective. Explain your answer.

6 a ▶ 5.1 Listen to a pitch for one of the films in Exercise 5d and answer the following questions.

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

b ▶ 5.1 Listen again and tick (✓) the phrases that you hear.

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

C In pairs, role play a pitch. Student A, you are pitching the film you have prepared your logline for in Exercise 5g; Student B, you are a film executive. Student B, you must assess Student A's pitch and give feedback. Use the notes in the box on the right to help you. Swap roles and practise again.

Name of film:	
Mentions	Uses
<input type="checkbox"/> genre <input type="checkbox"/> title <input type="checkbox"/> logline <input type="checkbox"/> hooks: _____	<input type="checkbox"/> eye contact <input type="checkbox"/> hand gestures <input type="checkbox"/> relaxed style
How effective is the pitch? ___ /10	

Organising a shoot

7 a In groups, discuss the following questions.

- 1 Have you ever had any experience in film production? If so, what did you do? If not, what would you like to do?
- 2 What do the following people do during the production of a film?
 - film producer • film director • director of photography • sound director
- 3 Of the people above, who do you think is the most important to a film's success?

b ▶ 5.2 A pre-production meeting for the film *The Mystery of the Maharashtra Caves* is taking place at Hindi Films Production Bollywood Ltd., in Bombay. Listen to the meeting and tick (✓) the points they discuss.

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

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

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

d ▶ 5.2 Look at the two alternative words/phrases in *italics* in the table below. In each case, both alternatives are possible, but only one is said in the pre-production meeting. In pairs, try to remember what was said, then listen and check your answers. The extracts are numbered in the order they appear in Audio 5.2.

Explaining potential problems

- 1 ... **there are practically no problems with access for teams and equipment / crews and gear ...**
- 3 ... **my main concern at this stage is that whatever *locations/sites* we select, we need to bear in mind how they will look on film.**
- 4 ... **we also need to avoid any problems that may slow down *filming/shooting* ...**
- 5 ... **I'm a little concerned about the *lighting/illumination* ...**

Presenting solutions

- 2 **My next *recces* will be aimed at checking on *medical care and safety / health and safety* in case anything happens while we're on location ...**
- 6 ... my camera crew think **the problem can be solved with *extra lighting rigs / additional lighting equipment* ... and *filters / lens protectors* that reduce the amount of light let into the camera.**
- 7 **I'll try to get you the *most advanced / most reliable* generators we can.**
- 8 **I've decided to contact our usual *location agency / full-service location agency* ...**

e The expressions in bold in the table above are used for explaining potential problems and solving them. In pairs, practise using the expressions. Student A, read out the expressions in bold; Student B, try to complete the phrase without looking at your book. Swap roles and practise again.

f In groups of four, role play a meeting to discuss shooting on location. Student A, you are the film producer; Student B, you are the film director; Student C, you are the director of photography; and Student D, you are the sound director. Choose a film from the following: one of the film treatments you outlined in Exercise 2c, *on stAGE* in Exercise 5d, or a real film you are all familiar with. The following list includes some possible problems you may have to solve.

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

Writing a film review

8 a In pairs, discuss the following questions.

- 1 How many different stages are there from the initial idea for a film to the film being shown to a paying audience?
- 2 Who do you consider to have the most important role in the success of a film: the creative people or the investors, promoters and distributors?

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

- Copies are sent to the cinemas a few days before they start showing the film.
- The studio or producer decides the number of prints of the film to make.
- The buyers make an agreement with the distribution company about which films they wish to lease and fix the terms of the lease agreement (i.e. % of the box office).
- A studio or producer buys the rights to the film.
- The film is shot, and when completed is sent to the studio.
- When the film run ends, the film is returned to the distribution company, which pays the amount due.
- The studio signs a licensing agreement with a distribution company.
- At screenings, the film is shown to potential buyers representing the cinema chains.
- A producer, director, cast and camera/sound crew are hired to make the film.
- A screenwriter has an idea for a film, which is pitched to potential investors.

c Complete the following definitions using the underlined words in Exercise 8b.

- 1 Legal authority over who may use a film: rights
- 2 Place where films are edited and produced: _____
- 3 Contract giving someone the legal right to use a film: _____
- 4 Copies of the film: _____
- 5 Rent: _____
- 6 Ticket sales; literally, the place where people buy tickets at a cinema: _____
- 7 Period in which a film is shown: _____
- 8 Showings of the film: _____

d In pairs, try to describe the stages of a film from concept to screening, without looking back at Exercise 8b. Correct any mistakes in your partner's description.

9 a In groups, discuss the following questions.

- 1 Do you ever read film reviews? Explain why / why not.
- 2 How much influence do you think critics have on the amount of money a film makes?
- 3 Do you think film reviews should be written by people who have been involved in the film industry, by reviewers specialising in film, or by ordinary journalists?

b Read the film review. Would you like to see the film? Explain why / why not.

The Killing of John Lennon Cosmo Landesman

- 1 This is a **well-researched, fact-based** drama about Mark Chapman, the man who, in December 1980, murdered Lennon. *Since* we know what happened, all that's left for the writer and director, Andrew Piddington, to explore, is the mysterious: *Why?* *And* this he does with great enthusiasm, going deep into Chapman's dark, mad mind.
- 2 The challenge for Piddington is to make the narcissistic nobody Chapman an interesting **character**, which is a result he definitely achieves.
- 3 *But* the best thing about the film is that it successfully challenges the Chapman story as it is conventionally told. *First of all*, we see he was not your typical isolated, rootless young man. He was not abused as a child or tormented as an adult. *Secondly*, since killing Lennon he has come to symbolise the dark side of modern celebrity: the fan who becomes the fanatic, who will kill for his own 15 minutes of fame. *Yet* though Chapman came to enjoy his notoriety, that was not his prime motive; he killed Lennon because he thought he was a hypocrite.
- 4 What's missing, however, is a sense of the private Chapman. *Although* we hear a **voice-over** of his actual words, you never really get a sense of him **off camera**, as it were. So we never really get to understand him.
- 5 The film ends with a curious irony. Chapman must remain in solitary imprisonment forever, to protect him from the peace-loving Lennon fans who want him dead.

Cert 15, 110 mins



c Read the review again and answer the following questions.

- 1 Is the review positive or negative?
- 2 What do the stars at the end stand for?
- 3 What does *Cert 15* stand for?

d Complete the following definitions using the words in **bold** in the review.

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

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

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

f Complete a different review of *The Killing of John Lennon*, taken from a newspaper, using the connectors in Exercise 9e.

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

(1) _____ he was killed 18 years ago, our interest in John Lennon continues to this day. (2) _____ Andrew

Piddington's new film, *The Killing of John Lennon*, taps into our collective fascination in two novel ways: (3) _____, by presenting a new side to Lennon's killer, Mark Chapman; (4) _____, by drawing parallels between Chapman's actions and our current fascination with celebrity.

(5) _____ the story of Lennon's murder is so well known, it is to Piddington's credit that the film is both gripping (6) _____ revelatory. Highly recommended.

The Killing of John Lennon
★★★★

g Match the paragraph numbers in the film review in Exercise 9b (1–5) to their functions (a–e).

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

h Match the phrases (1–5) to the functions in Exercise 9g (a–e).

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

i Think of a film you have recently seen. In pairs, take turns to say what you thought about the film, using the phrases in Exercise 9h.

10 a Does the review in Exercise 9b meet the following requirements of a good film review (1–5)? Explain why / why not.

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

b You are going to write a review of the film you talked about in Exercise 9i. Before you write your review, answer the following questions.

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

c Make notes for your review under the headings in Exercise 9g.

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

e Read as many of your classmates' reviews as possible. Decide which you think is the best review and which film you would most like to see.

UNIT 6

New media

- Briefing a website designer
- Analysing problems and providing solutions
- Planning and writing a blog
- Creating a podcast

Briefing a website designer

1 a In groups, discuss the following questions.

- 1 Do you think you are web-savvy – that is, do you have a good understanding of the Internet? Explain why / why not.
- 2 When was the last time you went online? What for?
- 3 Describe your favourite website or a website that you often visit.
- 4 Do you ever buy things online? Explain why / why not.

b Label the home page of *The Scottish Bookshop* using the words in the box.

drop-down menu search function shopping cart/basket hyperlink sidebar domain name

1 domain name

2 _____

3 _____

4 _____

5 _____

6 _____

www.thescottishbookshop.com

Looking for a book? You can search by Author, Title or ISBN
Search _____

The **Scottish** Bookshop

New releases!
See our newest stock!
New release books

BOOK CATEGORIES

Scottish Fiction
Scottish Subjects
Scottish Children's Books
Audio Books
Gift Suggestions

BOOKSHOP INFORMATION

About Us
Delivery Rates
Finding Books

Home My Account Check out Contact Us

Welcome to the Scottish Bookshop!

Welcome to the Scottish Bookshop. We hope you find it a good place to shop. You can put books in a shopping basket and order a number of books at once.

Most books have a 15% discount!

Click [here](#) for more information.

You can order any book that is in print, whether it is listed or not. If you want a book that is not listed, send the details to Gavin Bennett (gavin_bennett@thescottishbookshop.com).

Your Cart Total
0 items
Total £0.00

Customer login
Email: _____
Password: _____
[Forgotten your password?](#)
[Log in](#)

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The Scottish Bookshop
[Privacy Policy](#)
[Site Map](#)



C In pairs, practise saying aloud:

- 1 the website address
- 2 Gavin's email address.

d ▶ 6.1 Listen and check your answers.

e In pairs, swap your email address and favourite website addresses by saying them aloud.

2 a ▶ 6.2 *The Scottish Bookshop* owners are discussing the construction of their website with a freelance web designer. Listen to three extracts from their meeting and tick (✓) the points that they discuss.

- The Scottish Bookshop's* needs and objectives
- Time schedule for construction of website
- Price
- Features of the website

b Listen again and decide if the following statements are True (T) or False (F).

- 1 Ian knows a lot about the Internet. F
- 2 Ian and Fiona think it's very important to sell books online.
- 3 They can't use the domain name www.thescottishbookshop.com.
- 4 They will be responsible for running the server.
- 5 If they include a lot of images on the website, it will run more slowly.
- 6 Their son, Gareth, will be able to maintain the site.

c ▶ 6.2 Complete the phrases from Audio 6.2 in the following table. Then check your answers using the audioscript on page 97.

Asking for definitions	Giving definitions	Bringing a meeting to a close
Domain <u>what</u> , sorry? <u>What's</u> that?	A web hosting service is a _____ of service which ...	It's been really interesting _____ to you.
What _____ are web hosting services?	A server is a _____ of computer system which ...	I look forward to doing _____ with you.
		Thanks for _____ here today.

d Complete the table in Exercise 2b by writing the following phrases in the correct column.

- | | |
|--|---------------------|
| 1 Its function is ... | 5 It means ... |
| 2 I think we've covered everything. | 6 You use it to ... |
| 3 What do you mean when you say "..."? | 7 It's like a ... |
| 4 It's used for ... | |

- e In pairs, look back at the vocabulary in Exercise 1b. Take turns to define words using the expressions in the table in Exercise 2b.

What exactly is a drop-down menu?

Well, it's used for ...

- f Complete the following extracts from the meeting in Exercise 2a using the words in the box.

if 'll (x2) once so the (x2)

- 1 Neither of us are particularly web-savvy, _____ you'll have to keep your explanations simple.
 - 2 _____ more images you included, _____ slower the download time was, ...
 - 3 _____ you include all these features, you _____ need someone to do web maintenance ...
 - 4 _____ he understands the system, he _____ be able to take care of these responsibilities.
- g Answer the following questions about the sentences in Exercise 2e.
- 1 Do all the extracts show a link between cause and effect?
 - 2 Are the two clauses in the phrase *the ... , the ...* followed by comparatives or superlatives?
 - 3 What word is 'll a contraction of?
 - 4 Which tenses are used in the sentences beginning with *if* and *once*?
 - 5 Do you know any other time markers that are also followed by a present tense when they refer to the future (for example, *after*)?
- h Look at *The Scottish Bookshop's* website in Exercise 1b again and answer the following questions.
- 1 Are most of the menu and links complete sentences or noun phrases?
 - 2 What are the two principal categories on the side bar?
 - 3 What information is included in the welcome paragraph?
 - 4 How many lines are there in each paragraph? Why is this?
 - 5 What pronouns are used in the paragraphs to make them seem like a direct dialogue with potential customers?
 - 6 The sentences are either short and simple or are linked by simple words, for example *and/if*. Why do you think this is?
 - 7 Is it possible to contact *The Scottish Bookshop*?
 - 8 Do you think this is a successful home page? Why / why not?
- i In groups, design a home page for one of the following: your company, the place where you study English, this book, or your home town.

Analysing problems and providing solutions

3 a In pairs, discuss the following questions.

- 1 What do you understand by the term *new media*?
- 2 What types of new media are you familiar with? How useful do you find them?

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

books blogs multimedia CD-ROMs cinema email and attachments
game consoles interactive kiosks interactive television magazines
mobile phones newspapers podcasts radio software television
websites wikis

c In pairs, decide which examples of new media in Exercise 3b you associate with the following words.

broadband connection free downloads high definition video on demand

4 a A software development consultancy, *Future Solutions*, has written a project vision statement for its client, the digital television provider *The Laughter Network*. Read the project vision statement on page 67. Then choose the correct ending (a, b or c) for the following statements.

- 1 The Problem Statement section outlines:
 - a the service/product that the client wants.
 - b the background of the client's company.
 - c both of the above.
- 2 The Project Vision and Scope section outlines:
 - a an overview of *Future Solutions*' background.
 - b the solution for the client's needs.
 - c both of the above.

b Read the project vision statement again and answer the following questions.

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

c In pairs, discuss the following questions.

- 1 Do you have to read or write project vision documents or similar documents in your job?
- 2 The project vision document talks about *social networking*. What other examples of social networking can you think of?

Problem Statement

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

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

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

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

Project Vision and Scope

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

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

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

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

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

future solutions

- d** Look at the project vision statement again and decide if the following statements are True (T) or False (F).
- 1 It is an informal business document.
 - 2 There are no contractions.
 - 3 Hardly any specific people are mentioned in the document.
 - 4 The problem statement uses the verb *would like* to indicate what the client wants to achieve.
 - 5 The most commonly used verb form in the project vision section is *will*.
- e** Look at the words in **bold** in the project vision statement and answer the following questions by **circling** the correct alternative.
- 1 They are all **adjectives/adverbs**.
 - 2 They are used to make the writing **more/less** descriptive.
 - 3 The word *innovative* is used in its **comparative/superlative** form to give it more emphasis.
- f** Complete the following extract from another project vision statement using the adjectives in the box.

interactive engaging extensive renowned the latest detailed

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

- g** Look at the following phrases from the project vision document on page 67 and decide whether they are from the Problem Statement (PS) or the Project Vision and Scope (PVS).
- 1 It has a reputation as ... PS
 - 2 Our solution will guarantee ...
 - 3 The project will see the establishment of ...
 - 4 (*The Laughter Network*) wants to create an opportunity to ...
 - 5 It will combine the powerful convergence between ...
 - 6 This dynamic technology platform will permit ...

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

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

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

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

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

- i Imagine you work for *Future Solutions*. Write a project vision document for *Weather Wise*. Use the notes in Exercise 4h and the other points in this section to help you. Remember to add adjectives to make the project and solution sound more exciting.

Planning and writing a blog

- 5 a In pairs, discuss the following questions.

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

- b Look at the home page of the website *Notes from Spain* and discuss the following questions.

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

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

1 D 2 _____ 3 _____ 4 _____ 5 _____

http://www.notesfromspain.com/2007/07/31/notes-from-spain-the-story-so-far/

Home Forum Podcasts Book Learn Spanish About Contact Faq

Site search

Explore Spain:

- Spain Podcasts
- Travel in Spain
- Spanish Music
- Food/Drink
- Food Podcasts
- Living in Spain
- Working in Spain
- Books and Film
- Spain Photos
- Spain Video

Useful Resources:

- Learn Spanish
- Cool Spanish
- Book Review
- Madrid Guide
- Posts

RSS:

Blog RSS

NFS in iTunes

Notes from Spain – the story so far...

by Ben Curtis

A So that's basically my story. Hey, Spain bloggers, lovers and visitors – tell us one of your stories!

B This blog started life as an experiment. I wanted to know how blogs worked, so I posted the odd picture from Madrid, or comment on a Spanish news item, etc. At about the same time I wrote an article for *In Madrid*, the local English language rag, on technology, which led to adding the *Notes from Spain* podcasts to this blog – at first on my own, then Marina got involved. We started by making a travel cast, then a cooking cast, and the podcasts started to improve.

C Then I was contacted by a commissioning editor at *Fodors* who had enjoyed the podcasts and wanted me to edit a chapter for their 2007 Spain guide. I chose Galicia and Asturias, and Marina and I spent a couple of weeks in the north of Spain doing research. This year I wrote a couple of introductory sections for their 2008 guide. Wow, *Lonely Planet* and *Fodors*, and all because of the podcasts!

D After returning home from a recent trip to Thailand I found that I had blogger's block. I couldn't think of anything to write about connected with Spain. Then I read a great piece of advice on another site. The piece of advice was to use a blog post to tell a story, so here goes. A question I am occasionally asked about my book, *Errant in Iberia*, is "what happened next", and this is part of the story.

E Now the interesting bit. The *Notes from Spain* podcasts have led to wonderful things. First of all, work with *Lonely Planet*. A few years ago, I wrote several emails to the person in charge of online content, complaining that the first *Lonely Planet* podcasts were boring and that they should produce shows like the ones we were putting together on our trips around Spain. Eventually, after my third email, a very nice man called John got back to me, and purchased one of our podcasts for their feed. We have now made five podcasts for *Lonely Planet*. When I stop to think about it, making podcasts for *Lonely Planet* is a dream come true. It was the first time I had ever had the guts to repeatedly contact an institution I admired, and it really paid off!

Our Projects...

Free Report Forget Everything You Know About Learning Spanish

Notes in Spanish

Recent Comments

bill on Books Rise in Spain as Subtitles Appear on TV!

Tom on Books Rise in Spain as Subtitles Appear on TV!

Pepino on Books Rise in Spain as Subtitles Appear on TV!

Recent Posts

Conversation Starters in Spanish

Spanish Divorcees and New TV

Don't Move to a Better Life in Spain

Archives

- June 2008
- May 2008
- April 2008
- March 2008
- February 2008
- January 2008
- December 2007
- November 2007
- October 2007
- September 2007
- August 2007
- July 2007
- June 2007
- May 2007

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

block (noun)

- 1 something that stops (mental) activity
- 2 unit of data in computing

post (verb)

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



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

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

- f** Complete the following statements about Ben's blog by circling the correct alternative.

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

- g** Complete the following tips for successful blogging, using the words in the box.

knowledgeable main mistakes entries titles useful white space

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

- h** In pairs, discuss whether you agree with statements 1–7 above.

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

- j** Write a brief entry for the blog you talked about in Exercise 5i. Use the guidelines in Exercise 5g to help you.

Creating a podcast

6 a In pairs, discuss the following questions.

- 1 Have you ever made or listened to a podcast?
- 2 What makes a good podcast?

b In one of their *Notes from Spain* podcasts, Ben and Marina talk about the financial and legal sides of setting up their website. In pairs, make a list of the possible points they might mention.

Financial matters: *processing payments* Legal matters:

c ▶ 6.3 Listen to the podcast and check your answers.

d ▶ 6.3 Listen again and complete the following extracts.

- 1 ... my dad, who is 65, is buying a lot on the Internet. _____, problem number one is that you will probably have to find an accountant who ...
- 2 ... in a way that he could understand. _____, the other problem is that the accountant is going to have to work with you and a lawyer to ...
- 3 ... as most of our customer base is English-speaking. _____, what's next? Setting up your website.

e Decide if the following statements are True (T) or False (F).

- 1 Words such as *now*, *so* and *OK* are used in the podcast to move the conversation forward.
- 2 Words such as *now*, *so* and *OK* are used in the podcast to show agreement.

f ▶ 6.4 In the second part of the podcast, Ben and Marina discuss setting up the actual website and sources of inspiration. Listen and tick (✓) the points that they discuss.

Setting up the website:

- Host company
- Bandwidth
- Software
- Hardware
- Web design

Inspiration:

- Books
- Websites
- People

g ▶ 6.4 Listen again and complete the following extracts using the words in the box.

actually ~~ees~~ er OK so wait right yeah

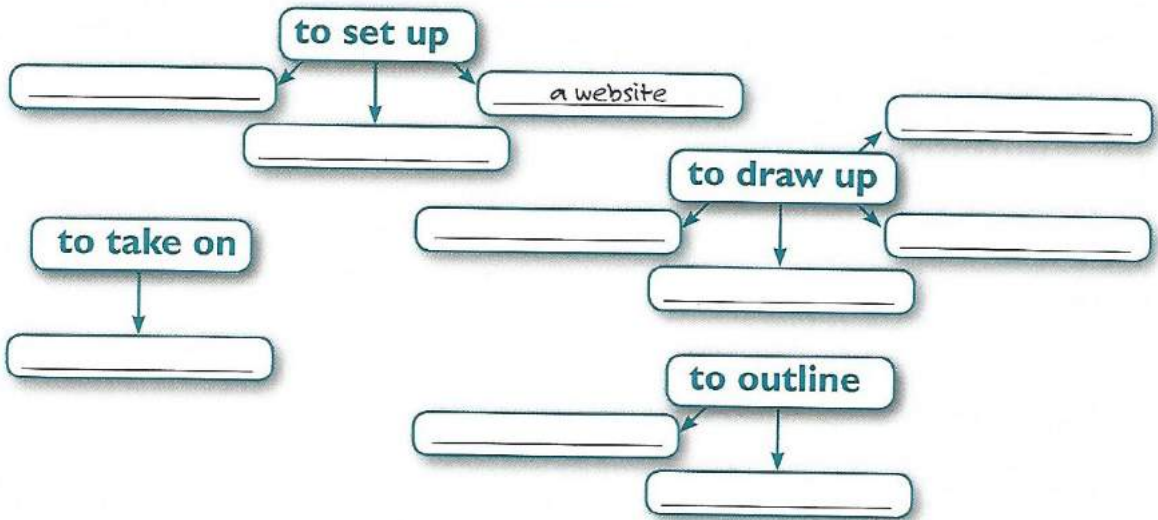
- 1 Well, the main reason our web host is in the USA is _____ *cos* _____ it's cheaper.
- 2 ... on their server. _____, let's move on to talk about getting your website designed.
- 3 ... all around the world ... _____. That's E-L-A-N-C-E dot com, *elance.com*. Very useful.
- 4 We _____ did all of the web design ourselves, using Open Source software.
- 5 ... is free. _____, I think that's most of the main points covered. _____, finally, how about if people want a bit of inspiration?
- 6 OK, _____, I think that's at *fourhourworkweek.com* or ...

h The words and phrases in the box in Exercise 6g are typical of spoken English. Match the words in the box to the descriptions of how they are used (1–7). Some of the words may be used in more than one way.

- 1 to move conversation forward *OK, right*
- 2 another way of saying *yes*
- 3 an abbreviation of *because*
- 4 to emphasise a point
- 5 a sound people make when they are thinking what to say
- 6 to interrupt someone
- 7 to get someone's attention before you say something

i Words that are often used together are called collocations. There were several collocations in the podcast, for example *set up a website*. Using correct collocations can make your English sound more natural. Complete the word webs using the nouns in the box. Some of the verbs and nouns may collocate in more than one way.

an agreement a business a client a company a contract
guidelines the main points a proposal a website



7 a Plan a podcast based on the topic of the blog you wrote about for Exercise 5j. Make notes about three things you will talk about in your podcast.

b Work in pairs and act out or record your podcast. Use the following expressions to help you.

Starting a podcast

Hello, and welcome to the latest podcast from ...
Today we're going to be talking about ...
Hello, everyone. It's [your name] here with another episode of [title of podcast].

Moving conversation forward

Let's move on to talk about ...
OK, what's next?
Now, ...
So, ...

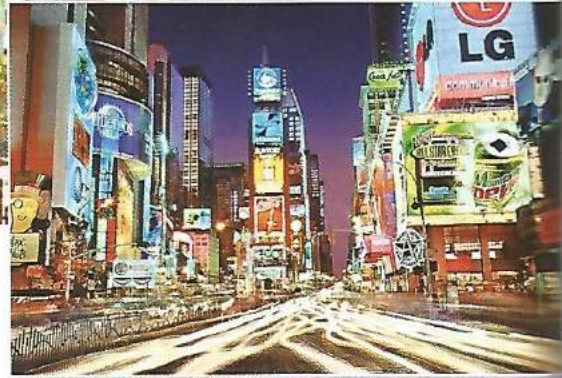
Ending a podcast

Well, that's all for now.
Links to everything as usual over at [your website].
We'll see you soon. Find us at [your website].
Well, that's it for now from [title of podcast].
So, I hope you've enjoyed this podcast. This is [your name] signing off. Until next time.

UNIT 7

Advertising

- Selling your services to a potential client
- Creating a print advert
- Creating a screen advert
- Presenting a finished advert



Selling your services to a potential client

1 a In pairs, discuss the following questions.

- 1 Do you work in advertising? If so, describe your job. If not, what do you think are the good and bad points of working in the advertising industry?
- 2 What role do advertising agencies play in a successful advertising campaign?
- 3 Do you think smaller advertising agencies can compete with and be as successful as larger ones? Explain why / why not.

- b** ▶ 7.1 Some colleagues from an advertising agency, *Media Design Advertising*, are meeting with representatives of a prospective client, *The Daily Sunshine* newspaper. Listen to the meeting and complete the missing information in the notes below. Which two pieces of information are not mentioned?

Media Design Advertising

Headquarters: _____

Date of meeting: 22 July, 2008

Place of meeting: _____

Client: *The Daily Sunshine*

Attendants:

Name	Position
Marianne Reed	managing director
Raffaella Livingstone	_____
Cecily Valley	_____
Dave Terry	_____
John McEwans	_____
Frances Lohan	_____

Target market: _____

Possible ad types: _____

Budget: _____

Next meeting: _____

c ▶ 7.1 Listen again and **circle** the words/phrases that you hear.

Selling your company

- 1 We're a very *long-standing* / **well-established** company with many years of valuable experience.
- 2 We've worked with *lots of* / *many of* the top names ...
- 3 ... we specialise in *media* / *financial* products.
- 4 ... we've won *numerous* / *many* awards for our innovative approach to advertising.
- 5 ... we've never had a dissatisfied *client* / *customer*.
- 6 I'd like to *begin* / *start* by showing you a few of the campaigns we've produced in the past couple of years ...

Expressing opinions and making comments

- 7 ... your work is of an extremely high *quality* / *standard*.
- 8 ... you definitely live up to your *good* / *excellent* reputation.
- 9 ... those TV ads ... are really *striking* / *impressive*.
- 10 ... the graphics are incredibly *good* / *effective* ...

d Add any more words that you think could be used in the phrases in the tables in Exercise 1 c.

long-standing / well-established / *reputable*

e ▶ 7.2 The managing director and general account manager of *Media Design Advertising* are at the follow-up meeting with the brand manager of *The Daily Sunshine*. Listen to the conversation. Do you think *Media Design Advertising* will be able to produce the campaign in time? Explain why / why not.

f ▶ 7.2 Listen again and complete the following sentences.

Reassuring your clients

- 1 ... we'll make sure you won't regret it.
- 2 ... I think that we'll _____ do it in three to four months.
- 3 Realistically, I' _____ four months.
- 4 ... we won't take _____ than _____.
- 5 ... I'll send an _____ tomorrow ...
- 6 ... we'll provide you with work of an extremely _____, and make sure you get an _____ campaign.
- 7 ... you'll have the opportunity to get your adverts trialled with test audiences _____ us.

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

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

- budget
- deadlines
- any guarantees that are offered.

Swap roles and practise again. Use the language in Exercises 1 c and 1 f to help you.

2 a Look at the contact report on page 76, which was emailed to *The Daily Sunshine*, and answer the following questions.

- 1 Who has written the contact report?
- 2 Who is the contact report for?
- 3 What is the purpose of the contact report?

Mr J McEwans
The Daily Sunshine
Stony Brook
NY 11749
Tel: 001-631-632-5020
Fax: 001-631-632-2527
Email: JMCE@ds.org

9802 3rd Avenue
Brooklyn
New York 11367
Tel: 001-718-238-5867
Fax: 001-718-238-1856
Email: r.livingstone@mda.org

August 2, 2008

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

Dear Mr McEwans

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

OBJECTIVE

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

TERMS OF CONTRACT

We agreed to accept the \$900,000 budget. One third of this amount will be invested in a (4) _____ campaign and the rest in a (5) _____ TV campaign.

We are pleased to confirm we can meet the (6) _____ of six months from today.

You are entitled to trial our (7) _____ in advance. If, for any (8) _____, you are not satisfied, you may rescind the contract.

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

Yours sincerely

Raffaella Livingstone

Raffaella Livingstone
General Account Manager
Media Design Advertising

b Complete the contact report using the words in the box.

campaign prime-time reason adverts summary budget print queries deadline

c Look at the contact report again and answer the following questions.

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

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

e Write a contact report based on the role play in Exercise 1g, using the contact report in Exercise 2a as a model.

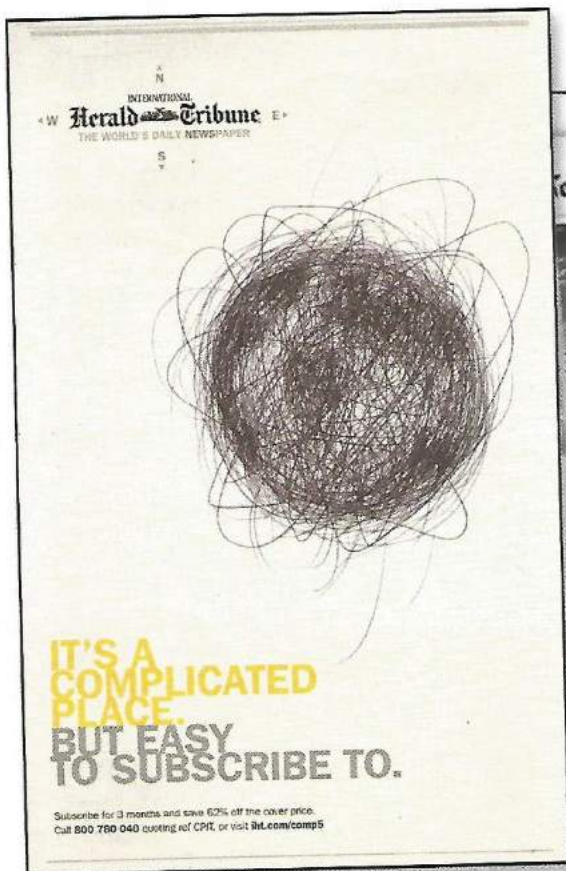
Creating a print advert

a In groups, discuss the following questions.

- 1 Do you often read/see ads in English? Do you understand them? Explain why / why not.
- 2 Have you ever produced an ad in your own language or in English?
- 3 What do you think of the standard of ads in your country? How could they be improved?
- 4 Have ads changed in the past few years in general? Explain your answer.

b In pairs, look at the ads below and discuss the following questions.

- 1 Which of these ads get your interest and grab your attention? Explain why.
- 2 What are they advertising?
- 3 Which ad do you think is the most effective? Why?



INTERNATIONAL
Herald Tribune
THE WORLD'S DAILY NEWSPAPER

IT'S A
COMPLICATED
PLACE.
BUT EASY
TO SUBSCRIBE TO.

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Call 800 760 040 quoting ref CPH, or visit iht.com/comp5

International Herald Tribune



New York Times

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New York Times

c In pairs, answer the following questions.

- 1 In the *New York Times* ad, what exactly do you 'have to know'? Think of two different answers.
- 2 What 'complicated place' is the *International Herald Tribune* ad referring to?
- 3 The *New York Times* and *International Herald Tribune* ads both have a similar approach. What do you think it is?

4 a In pairs, discuss the following questions.

- 1 Did the slogans in the ads on page 77 make you want to read the rest of the text? Explain why / why not.
- 2 Which do you think are more effective: ads with longer slogans or ads with very short, one-sentence slogans?

b Complete the following table using the products and brand names in the boxes.

Product	Brand name	
tour operator beer newspaper	The Independent	Greyhound USA
vermouth (alcoholic drink) coach company	Cinzano Thomas Cook	Barclays Mars
chocolate bank magazine	TIME	Miller

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

c Look at the slogans in Exercise 4b again and answer the following questions.

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

d Slogans use a variety of language devices. Complete the first column of the table using the language devices in the box. Then write the numbers corresponding to the examples in Exercise 4b in the third column of the table.

personal pronouns comparisons ~~alliteration~~ word play emphatic language
metaphor rhyme repetition

Language device	Definition	Example from Exercise 4b
1 <i>alliteration</i>	The use of the same sound or sounds, especially consonants, at the beginning of several words that are close together	8
2	The use of the same word more than once	
3	The use of strong words to show importance	
4	Playing with words which have more than one meaning (Note: In the example given here, we are reminded of the everyday meaning of the brand name.)	
5	Words used to replace nouns. Words such as <i>you</i> , <i>we</i> and <i>us</i> suggest the audience's identification with the product, or having a certain experience through buying the product.	
6	Repetition of the final sound of a word	
7	An expression that describes someone or something by referring to something else that is considered to possess similar characteristics.	
8	Comparing two things (Note: In advertising, the second term of comparison is hardly ever stated; it is left to the audience to decide.)	

- e** In advertising slogans, adjectives and verbs are generally used much more frequently than nouns. What do you think are the most common adjectives and verbs used in advertising? Make a list of at least five, and then look at the list on page 108 to compare your answers. Are there any surprising words on the list?
- f** Using the list on page 108, try to complete the following advertising slogans. There may be more than one possible answer. Then identify what language devices from Exercise 4d are used in each slogan.
- The Music We All Love (Virgin Radio, radio station)
personal pronouns
 - Gillette – The Best a Man Can _____ (Gillette razors)
 - Dreams are _____. Realities are _____. (Citi Bank)
 - Nokia N series. See _____. Hear _____. Feel _____.
(Nokia telephones)
 - The _____ bed on earth is not on earth (Iberia airline)
 - _____ a step in your career (SDA Bocconi University)
 - You and us. Because global capabilities really are a _____ deal
(UBS Investment Bank)
- g** Think of a product you love (an MP3 player, a computer, a motorbike, etc.). Imagine you are going to advertise the product in a magazine or newspaper. Decide what three adjectives and verbs you would use to describe it.
- h** In groups, choose one of the products in Exercise 4g and write a print ad for it. Use some of the language devices you have studied in this section to help you.

Creating a screen advert

- 5 a** In pairs, discuss the following questions.
- Is there a particular ad (film, print, billboard or TV) that you like/dislike at the moment? Describe it, and explain why you like / don't like it.
 - Who is its target audience?
 - How much do you think it cost to produce?
 - How effective do you think it is? Explain your answer.
- b** ▶ 7.3 Colleagues from the *Media Design Advertising* agency are having a brainstorming session for *The Daily Sunshine* newspaper advertising campaign. Listen to the meeting and make notes on why the following items are mentioned.
- Bus
Suggestion to have people sitting on a bus reading 'The Daily Sunshine' newspaper
 - Truth
 - Free speech
 - Baobab trees
 - Africa
 - Dvořák (a composer)

C In pairs, discuss the meaning of the slogan “*The Daily Sunshine: Nobody Lies in the Sunshine*”.

d ▶ 7.3 Listen again and complete the following extracts.

- 1 So, after a week of deep thought, what _____
_____?
- 2 Any _____ the media campaign?
- 3 How _____ this picture showing all these people sitting on a bus ...
- 4 Good idea, but I've got a feeling it's _____
_____, hasn't it?
- 5 What have you _____ in the copywriting
department?
- 6 Well, it seems like a good idea, _____ the fact that
not everybody knows about ...
- 7 ... or tell stories. I think we should _____
_____.
- 8 Well, if everyone agrees, let's _____ this idea.
- 9 Well, why _____ limit the time of the TV campaign to
30 seconds only?
- 10 That's a _____ idea, as long as you can manage to ...

e Add the phrases in Exercise 5d to the following table.

Inviting people to express their ideas	Proposing ideas	Accepting ideas	Rejecting ideas
Any new ideas?	What about ... ? We could ... Let's ...	Sounds good/promising. Sure, why not?	I'm not sure this is what we really need. I don't agree with ...

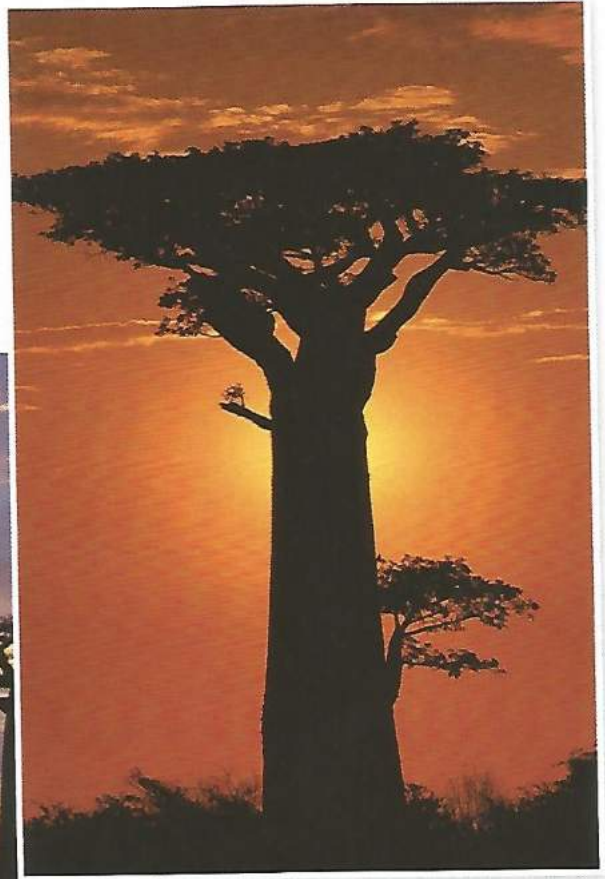
f Look at the expressions for proposing ideas in the table. Which phrases are followed by a gerund (-ing) and which are followed by the infinitive without *to*?

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

- 1 We could _____ the image of an old man. (*to use*)
- 2 How about _____ a close-up shot of somebody reading the paper?
(*to do*)
- 3 Why don't we _____ the ad at sunrise? (*to shoot*)
- 4 What about _____ a famous actor to endorse our product?
(*to get*)
- 5 Let's _____ viral marketing, too. (*to use*)

- 6 a In groups, look at these images of baobab trees which have been shortlisted to use in *The Daily Sunshine* campaign and answer the following questions.

- 1 Which image would you prefer to use for the print ad campaign?
- 2 Do you agree with the idea that the branches shooting in all directions represent freedom of expression? Explain why / why not.
- 3 Can you think of a different image to represent the same concept?
- 4 Can you think of any other slogans that might work with these images?



- b In groups, brainstorm ideas for an alternative campaign (for example, a billboard campaign) for *The Daily Sunshine*. Use the language in Exercise 5e.

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

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

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

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

Media Design Advertising

Headquarters: Milan, Italy

The Daily Sunshine Ad Campaign

Pre-production Meeting (PPM)

New York, September 1, 2008

IN ATTENDANCE

CLIENT

JOHN MCEWANS
FRANCES LOHAN

THE DAILY SUNSHINE

BRAND MANAGER
ASSISTANT BRAND
MANAGER

AGENCY

MARIANNE REED
CECILY VALLEY
DAVE TERRY
EMANUELLE FAITHFUL
RAFFAELLA
LIVINGSTONE
FRANCIS ROSENTHAL

MEDIA DESIGN

ADVERTISING, NEW YORK
MANAGING DIRECTOR (MD)
COPYWRITER
ART DIRECTOR
TV PRODUCER
GROUP ACCOUNT
MANAGER (GAM)
ACCOUNT SUPERVISOR

PRODUCTION HOUSE

(PH)

JOHN DAVIS
ALEXANDER PEACOCK

VIDEO RECORDING

CAM, PROVIDENCE (RI)

DIRECTOR (D)
DIRECTOR OF
PHOTOGRAPHY (DOP)
EXECUTIVE PRODUCER (EP)

PETER DOLITTLE

AGENDA

1 Objective of the PPM

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

2

Coordinated publicity to relaunch *The Daily Sunshine*.

3

'Choice of the American people – *The Daily Sunshine* – voted Paper of the Year 2008. A new dawn for journalism. Let *The Daily Sunshine* shed some light on your world.'

4

The Daily Sunshine: Nobody Lies in The Sunshine.

5

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

6

Suspense will be created through slow camera movements and light effects revealing the sun rising among some baobab trees. *The Daily Sunshine* heading will be shown with a fade-in effect, becoming more and more defined. It will then fade out to show the sun up in the sky, before finally revealing the paper's cover in full.

7

Dvořák's *New World Symphony*

8

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

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

d In groups, brainstorm a TV ad for the product that you wrote a print ad for in Exercise 4h or another product of your choice. Write your own pre-production meeting document. Use the model in Exercise 7b to help you.

Presenting a finished advert

8 a In pairs, discuss the following questions.

- 1 Do you often have to give presentations? If so, what do you present?
- 2 Do you enjoy giving presentations? Explain why / why not.

b ▶ 7.4 Listen to the team at *Media Design Advertising* presenting the TV ad to representatives of *The Daily Sunshine* and answer the following questions.

- 1 How many people speak during the meeting?
- 2 Do you think the presentation was successful? Explain why / why not.

c ▶ 7.4 Listen again and complete the following table using the correct headings (a–c).

- a Explaining the details of an ad and saying why it's special
- b Introducing yourself
- c Starting a presentation

1 _____

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

2 _____

... if you have any questions, please don't hesitate to interrupt ...

Let's begin by watching the advert.

3 _____

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

... the atmospheric setting and the rising sun represent ...

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

That is what makes this ad campaign so special.

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

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

d Make a list of any more phrases that you think could be added to those in Exercise 8c.

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

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

- 1 The ... gets the public's attention.
- 2 We hope the ... will be appreciated because ... , and also because it
- 3 We have come up with a fantastic
- 4 The ... is a strong point of our work.
- 5 The ... is what makes this ad campaign so special.
- 6 The use of ... underlines the fact that this is a

g In pairs, prepare and role play a presentation for one of the ads you have discussed in this unit. Student A, you represent the advertising agency; Student B, you represent the client. Remember to use the phrases in Exercise 8c to help you. Swap roles and practise again.

h As a class, decide which group had the most effective ad and which pair gave the best presentation.

UNIT 8

Marketing

- Analysing market trends and taking action
- Setting up a marketing communication strategy
- Organising the relaunch of a product
- Evaluating the success of a relaunch

goal



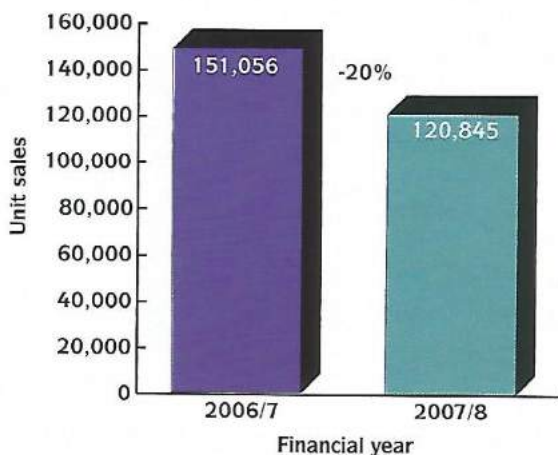
Analysing market trends and taking action

1 a In pairs, discuss the following questions.

- 1 Have you ever worked in the marketing or PR (public relations) department of a company? If so, what did you do? If not, what would you like to do?
- 2 What do you think people who work in PR and marketing do?

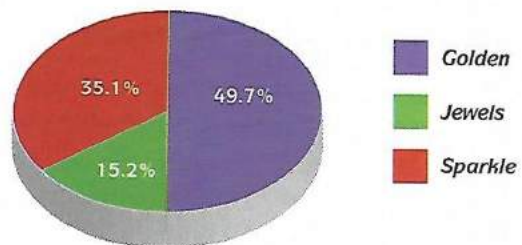
b Look at the following graphs used at a meeting to discuss *Sparkle*, a glossy magazine specialising in jewellery published by *Canada Media*. Which two types of graph are shown: pie chart, line chart or bar chart*?

Graph 1



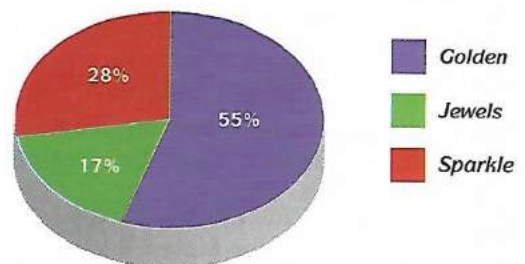
Graph 2

Market Shares FY 2006/7



Graph 3

Market Shares FY 2007/8



* The words *chart* and *graph* have the same meaning. You can also call these *pie graphs*, *line graphs* and *bar graphs*.

- c** Look at Graph 1 and then complete the following description of what is shown using the prepositions in the box.

from to ~~with~~ on by of

The graph compares unit sales for financial year 2007/8 (1) with sales for financial year 2006/7. Sales fell (2) _____ 30,211 units, (3) _____ 151,056 units during 2006/7 (4) _____ only 120,845 during 2007/8. This represents a decrease (5) _____ 20% (6) _____ the previous year.

- d** Look at Graphs 2 and 3. What has happened to *Sparkle's* market share?

- a** ▶ 8.1 A meeting is taking place at *Canada Media* involving the marketing manager, the market analyst, the director of public relations and the press office manager of *Sparkle*. Listen to the beginning of the meeting and check your answer to Exercise 1d.

- b** ▶ 8.1 Listen again and tick (✓) the phrases that you hear.

Talking about trends

Sales are falling.

Profits are improving.

Our losses are increasing.

There's been a dramatic 20% decline in the number of copies sold.

Sales have dropped from 151,056 copies to 120,845.

We lost 7 percentage points of our original market share altogether.

Our competitors' sales have risen by 5 percentage points and 2 percentage points respectively.

Our profits slumped by 27%.

- c** Decide which of the phrases in the table describe positive change and which describe negative change.

- d** In pairs, describe the trends shown in Graphs 2 and 3 in Exercise 1b. Use the phrases in Exercise 2b to help you.

- e** In pairs, discuss the possible reasons for *Sparkle* magazine's loss of market share.

- f** ▶ 8.2 The meeting continues. Listen and tick (✓) the things that they discuss.

Marketing costs

Implementing a new communication strategy

Online magazines

- g** ▶ 8.3 The meeting comes to a close. Listen and write down at least three suggestions for improving sales of *Sparkle*.

- h** In pairs, discuss whether you think *Canada Media's* plan for *Sparkle* will work. Explain why / why not.

- 3 a Complete the following excerpts from the meeting using the words and phrases in the box. Then check your answers using Audioscripts 8.2 and 8.3 on pages 99–100.

promotion appealing advertising campaign market segment demand needs
trend report readership boost communication strategy IMC brand awareness

- 1 It seems that *Sparkle* is simply no longer appealing to readers between 25 and 35. We've virtually lost contact with that _____ .
- 2 Obviously the problem is with the product itself and to some extent with _____ .
- 3 We need to raise _____ .
- 4 We can reverse this negative trend if we look carefully at the four Ps to see where we can increase _____ .
- 5 We also need to take into account the findings from the competitor analysis and the _____ which were presented to us last week.
- 6 I also think we need to redesign our overall _____ .
- 7 We should investigate new communication tools so we can create marketing material that addresses customers' _____ . Integrated marketing communications. That's the solution to the problem – good old _____ .
- 8 It would be great if we could also have an _____ , wouldn't it?
- 9 I believe that both of these ingredients will increase our _____ and give a big _____ to our sales.

- b Match the beginnings of the definitions (1–8) to the endings (a–h).

1 Communication strategy	a is a list of the times when events and activities are planned to happen.
2 Activity scheduling	b is what people think about a company.
3 Restyling a magazine involves	c is a process used to make sure that all brand contacts received by a customer are relevant to that person and consistent over time.
4 The four Ps are	d is to build a well-rounded marketing mix so as not to overlook anything or concentrate too heavily on any of the Ps in particular.
5 The function of the four Ps	e is the extent to which people know and recognise a particular product or brand.
6 The perception of a company	f changing photos, font and layout.
7 Brand awareness	g product, price, place and promotion.
8 IMC	h is the identification of strategies for raising brand awareness and improving brand attitudes.

- c In groups, role play a meeting. Student A, you are a marketing manager; Student B, you are a market analyst; Student C, you are a head of PR; and Student D, you are a press office manager. You all work for a magazine which is facing a crisis in its sales due to its old-fashioned format and graphics. Create the graphs of your sales figures. At the meeting, discuss your strategy to improve on these two aspects. Use the language in this section to help you.

Setting up a marketing communication strategy

4 a In pairs, discuss the following questions.

- 1 What is the difference between the PR department and the press office of a company?
- 2 How important do you think it is to organise an event when launching a new product?
- 3 What do you think of famous people endorsing products? Why do companies use celebrity endorsement?

b ▶ 8.4 One week after their initial meeting, the team at *Canada Media* hold a follow-up meeting. The head of PR and the press office manager are briefing the marketing manager on their activities. Listen to the beginning of the meeting and answer the following questions.

- 1 What is the main point of discussion?
- 2 Does everyone at the meeting seem happy?

c ▶ 8.5 The meeting continues. Listen and find three mistakes in the following activity scheduling document.

Activity Scheduling

Project: <i>Sparkle</i> relaunch			
Description	Next Steps	Date	Responsible
<i>Sparkle</i> availability	Relaunched <i>Sparkle</i> available on the market	Sep 5 2008	Marketing department
Event	Event to relaunch <i>Sparkle</i>	Sep 15	PR dept
Save-the-date	Send save-the-date for event	July	PR dept
Invitation	Send invitations to celebrities, press, advertisers	July	PR dept
Photo shoot	Shoots with celebrities	March	PR dept
Press kit	Including: copy of <i>Sparkle</i> , press release, CD containing visuals of advertising campaign	Ongoing	PR dept

d ▶ 8.5 Listen to Audio 8.5 again and complete the following extracts.

Discussing activity scheduling

- 1 The event _____ our biggest advertisers, the managing directors of top jewellery brands and ...
- 2 We'll _____ send the invitations by July in order to make sure that they attend.
- 3 As soon as they're 100% confirmed, we'll _____ for the shoot.
- 4 But it's also really _____ that we get some positive articles written about the relaunch.
- 5 ... I assume you're _____ to invite the chief editors of other *Canada Media* magazines to the event ... ?
- 6 In the _____, we need to start generating some excitement about the event.
- 7 We'll have to send the celebrities a save-the-date _____ March.

e ▶ 8.6 The meeting comes to an end. Listen and answer the following questions.

- 1 What else is being done to improve *Sparkle's* sales?
- 2 How will this be publicised?

f Complete the following definitions using the terms in the box.

endorsement information sheet save-the-date press kit press release
product placement

- 1 A statement made by a famous or important person saying that s/he uses and likes a particular product; alternatively, any public appearance using the product (for example, a celebrity wearing the product): endorsement
- 2 A message sent before a formal invitation is ready which tells people not to make other arrangements for the date of a planned event: _____
- 3 A written statement which gives information to be broadcast or published: _____
- 4 A type of advertising where a firm pays to have one of its products appear in a film or TV programme: _____
- 5 A pre-packaged set of promotional materials distributed to members of the media for promotional use: _____
- 6 A piece of paper giving details about an item, usually a product: _____

g In groups of five, role play a meeting to set up a communication strategy to relaunch a TV documentary series. The series is called *Headline Weekly* and is a weekly show that reports the headline news in the media world. The show is facing serious problems as its audience share has decreased dramatically. Student A, you are the series director; chair the meeting and make everyone aware of the problems the series faces. Student B, you are the marketing manager; suggest possible reasons for the drop in audience share. Student C, you are the producer; suggest focusing attention on topical media subjects which are of interest to a larger share of the viewers. Students D and E, you are the PR and press office managers; propose a radical change of communication strategy, for example organising a big event.

h When you have finished the discussion, complete the following activity scheduling form.

Activity Scheduling

Project:			
Description	Next Steps	Date	Responsible

Organising the relaunch of a product

5 a In pairs, discuss the following questions.

- 1 What do you think a good press kit should contain?
- 2 When might a company choose to use a press kit?
- 3 Why is the role of the public relations department so important in the organisation of events?

b ▶ 8.7 Shortly before the relaunch of *Sparkle*, the head of PR and the press office manager meet to discuss the progress of the relaunch. Listen to their conversation and tick (✓) the points that they discuss.

- Having just a few more deadlines to meet
- Proofs (sample pages) for the press kit
- Sample designs for the cover
- The hard work of everyone on the team
- The difficulty in getting testimonials from celebrities
- Their next project after the relaunch of *Sparkle*
- A slogan for invitation cards

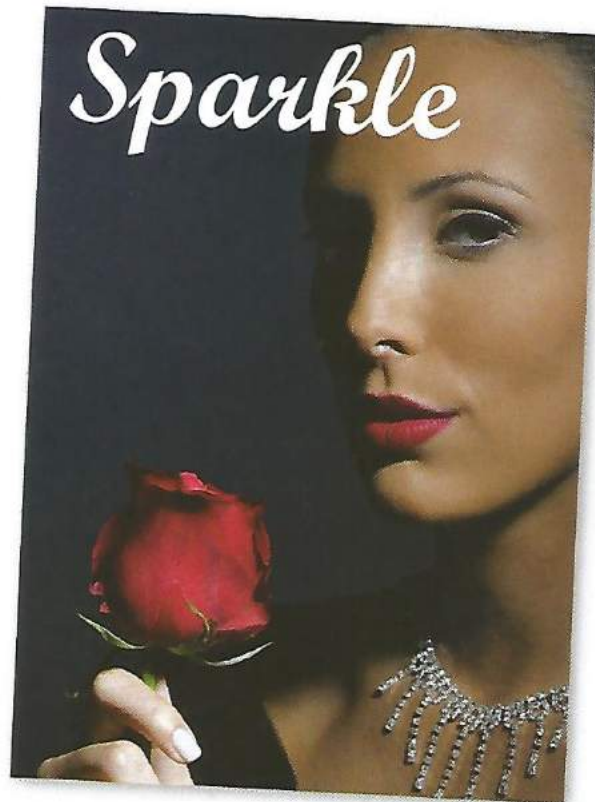
c ▶ 8.7 Listen to the meeting again and tick (✓) the phrases that you hear.

Expressing encouragement

- I'd like to thank everybody for their hard work and dedication. That's good.
- I'm sure you're doing an excellent job with the press kit.
- It's great.
- Excellent!
- Keep up the good work.
- Great job!
- Well done to you and all of your team.
- I'm really impressed with the way you've organised the event.
- That's brilliant work.
- Good stuff. You've done really well so far.

d In pairs, discuss the following questions.

- 1 What did they say about the photo chosen for the September issue of *Sparkle*? Do you agree with them?
- 2 In pairs, discuss whether you would use this cover to relaunch *Sparkle* or not. Discuss the font used in the title and the overall visual impact that this combination may have on readers.



e In pairs, role play a follow-up meeting based on your meeting in Exercise 4g. Student A, you are the head of PR; get an update from the press office manager and give encouragement as appropriate. Student B, you are the press office manager; update the head of PR on the progress you've made on your new communication strategy.

6 a In pairs, discuss the following questions.

- 1 What is a press release? Who and what is it for?
- 2 How is a press release delivered?

b Complete the following press release using the section headings in the box.

Expert advice Accessing the product Historical background
Target market Innovative approach

CanadaMedia

Contact: Maggie Donaldson

FOR IMMEDIATE RELEASE

Tel: 1.877.826.1917

Email: m_donaldson@CanMedia.ca

CANADA MEDIA GROUP TO RELAUNCH LUXURY MAGAZINE

Putting the spark back into *Sparkle*

- 1 _____
Sparkle first appeared in the mid-1970s. It was the only publication covering jewellery in Canada at the time and one of the very few of its kind in the world. Its claim to fame is its history of getting the inside story on some of the most famous and influential designers in the world.
- 2 _____
Its new, **stylish**, **colourful** layout is a completely innovative approach. It has a new font, **advanced** graphics, and **eye-catching** photography. These features contribute further to enhance the **timeless** beauty of jewellery which combines contemporary creativity with traditional motifs.
- 3 _____
Sparkle is now aimed not only at the traditional buyers – mature, sophisticated women – but also at younger women (25–35).
- 4 _____
What's more, our exciting new fashion guru, Samantha Hollinghurst, will be providing advice and ideas on how to combine the latest jewellery designs with the rest of your wardrobe – whether it's for a black-tie cocktail party or simply to wear to the office.
- 5 _____
The new *Sparkle* will be available from all the usual sales outlets, and from next October readers will also be able to browse our new online edition.

c Read the press release again. Look at the **highlighted** adjectives and answer the following questions.

- 1 How would you describe the adjectives used?
 - effective • unnecessary • negative • powerful
- 2 How would you describe the sentence structure?
 - colourful • short • formal • focused
- 3 Why do you think the writer used these kinds of adjectives and this type of sentence structure?

d Write a press release based on the role play in Exercise 5e, using the headings in Exercise 6b. Before you start, **underline** all the useful phrases in the press release in Exercise 6b which you could use in your own press release.

Evaluating the success of a relaunch

- 7 a In pairs, discuss the following questions.
- 1 Have you ever been involved in reporting the results of a project you've worked on? If so, how did you find the experience?
 - 2 Why is the sale of advertising space so important for magazines and newspapers?
- b After the relaunch of *Sparkle*, there is a meeting to analyse the communication strategy used and the effect it is having on sales. Tick (✓) the items you think will be discussed.
- Effect on revenue from the sale of advertising space
- Impact of celebrities' presence at the event
- Response of the press
- Feedback from advertisers
- Public's response to product placement
- c ▶ 8.8 Listen to the meeting and see if your predictions were correct.
- d ▶ 8.8 Listen again and decide if the following statements are True (T) or False (F).
- 1 The meeting has been called to analyse the impact of the relaunch plan on sales.
 - 2 Only twenty people attended the event organised to launch *Sparkle*.
 - 3 The newspaper coverage received by the launch of *Sparkle* is not very good.
 - 4 *Sparkle* has regained 1.2 percentage points of the market share lost in the previous year.
 - 5 The marketing manager seems happy with how the relaunch has gone.
- e Complete the following extracts from the meeting by writing the correct tense of the verbs in the box.

regain receive (x2) manage be (x4) see

Analysing feedback

- 1 Our efforts have been very successful in general.
- 2 ... the restyled version of *Sparkle* _____ a hit.
- 3 The feedback we _____ from advertisers so far is very encouraging ...
- 4 ... the advertising revenue from selling space in the magazine _____ very good so far.
- 5 ... we _____ to reverse the trend.
- 6 ... according to the latest report I _____ this morning from the Marketing Analysis department, ...
- 7 ... *Sparkle's* print run _____ gradually increasing.
- 8 ... we _____ a 4% gain in copies sold.
- 9 This also means we _____ 1.12 percentage points of the market share we lost ...

- f In pairs, discuss why sentence 6 above uses the past simple instead of present perfect.

g Read an article about the relaunch of *Sparkle* from a trade magazine and answer the following questions.

- 1 Is the writer positive or negative about the new version of *Sparkle*?
- 2 Can you find any factual errors in the article?

A real gem!

by Cindy Nicholson

In an ever-changing and varied media world, the rich confirm they have always been a niche market.

Jewel lovers rejoice! *Canada Media*, publisher of three luxury magazines, are relaunching their famous high-end glossy magazine, *Sparkle*. Magazines that cater to the affluent are not new, but, since its launch in 1986, *Sparkle* has always been one of the most prestigious and successful of them. Now the Head of Publishing at *Canada Media*, Diana Williams, says it is about time to regain the interest of younger readers in *Sparkle*. She maintains that this can be done by "strengthening the awareness of *Sparkle* and by reinforcing the perception of its image."

I'm pleased to say that the new-look issue has a highly innovative format and wonderful graphics, accompanied by some outstanding photography. In this way,

Canada Media hopes to attract not only a larger readership, but also some of the top luxury advertisers.

Product placement is another asset that the team at *Sparkle* have managed to use effectively, both on TV and in films. Besides the brilliant idea to have Claudia Schneider and Nicole Lopez at the launch event, what's been even more important is getting both of them to endorse *Sparkle* in a recent advert.

Distribution will follow the model of the company's other magazines: top newspaper stands in the most affluent quarters in the big cities, and subscriptions in North America. However, the great novelty is a new browsable online version of *Sparkle*, which it is hoped will be particularly popular among young women. The online version should be available in February.

h In pairs, discuss the following questions.

- 1 Why do you think positive press coverage is so important when products are being launched or relaunched?
- 2 Do you think that when it comes to launching new products, the saying that "all publicity is good publicity" is still true? Explain why / why not.

i In groups, role play a meeting to discuss feedback about the communication strategy you adopted in Exercise 4g. Student A, you are the marketing manager; chair the meeting and illustrate any positive trends in sales since the implementation of the communication strategy. Student B, you are head of PR; comment on figures about any events you organised (for example, number of attendees, content of press kit, press coverage and response). Student C, you are the press office manager; you are enthusiastic about the significant revenue increase coming from increased advertising sales.