UNIT 1 Newspapers

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

Go to page 15 for essential background information on the topic and useful web links.

Don’t forget to explore the Extra activities for this unit

Refers to Student’s Book pages

Writing headlines

Before you begin …
Discuss with the class why it might be useful for them to study the language of newspaper headlines in English.

Suggested answer
It is quite possible that your students may never have to write newspaper headlines in English during their careers, but they will almost certainly have to read them, and could well have to write something similar in their own languages. Of course headlines are not confined to newspapers – they are also of central importance in advertising, magazines, brochures, websites, presentations and many other forms of communication, all of which your students could well have to write, either in English or in their own languages.

1 a Students discuss the questions in pairs and then feed back to the class.

Suggested answer
3 Headlines are important because they persuade potential customers to buy a newspaper, help readers decide which stories to read, and help define the style and personality of the newspaper.

b Discuss the first headline with the class. Students then discuss the other headlines in pairs and feed back to the class. Avoid giving the answers, as these are given in Exercise 1c.

c Students work individually to complete the matching exercise and then check their answers in pairs.

Answers
2 e 3 g 4 b 5 h 6 c 7 f 8 a
d Discuss with the class the five questions for the first headline. Students then discuss the other headlines in pairs and feed back to the class. Discuss with the class any patterns concerning the information given in headlines, for example which of the five questions are typically answered.

**Answers**

‘When?’ and ‘Why?’ questions cannot usually be answered: ‘When?’ because it is often something that has happened recently; ‘Why?’ because the answer will usually be found in the article.

e Students discuss the questions in small groups.

f Students discuss the questions in small groups and then feed back to the class.

**Answers**

1 Articles, auxiliary verbs, pronouns
2 Present simple for recent events, to + infinitive to describe future events, past participle for passive constructions
3 Abbreviations, exclamation marks

**Extension activity: headline language**

Elicit the full forms of each of the headlines from the class and write them on the board. Use this to highlight the words which have been deleted/changed in each headline, and elicit rules (see Language note below).

**Suggested answers**

1 A Paris probe (= an investigation) has proven that the palace (= the British Royal Family) is innocent (= of an alleged crime).
2 Love’s labour (= the hard work of love) is lost (= wasted).
3 Choose that girl. Madge (= Madonna) has flown to Africa in order to adopt a girl.
4 The US (= government) is cool (= unenthusiastic) about (= plans to deal with) climate change.
5 A weeping (= crying) mum has damned (= angrily condemned) a teenage thug (= hooligan) who is a killer.
6 A family’s pet dog has been butchered (= brutally killed).
7 A comedian has been rapped (= criticised) by a TV watchdog (= agency responsible for monitoring TV standards) for using a slang word.
8 The government is going to axe (= close) 3,500 post offices.
Language note
Grammatical features of headlinese include the following.

- Omission of articles (a/the), possessives and auxiliary verbs, for example his and be, for example Fans are angry after a 5–0 defeat
- Use of past participle, instead of passives, for example Priceless vase has been stolen
- Use of present simple for past events, for example Man attacks neighbour after noisy party – a man attacked / has attacked his neighbour.
- Use of infinitive for future plans/predictions, for example TV's Dave to star in Hollywood blockbuster
- Strings of nouns instead of relative clauses, for example Jail break father held again after kid visit – a father who broke out of jail in order to visit his child is being held by police.
- Limited use of punctuation – dashes and colons may be used to introduce a topic, for example Global warming: new evidence
- Commas may be used instead of and, especially in American journalism, for example Heavy winds, floods expected in south
- Unusual use of prepositions, for example in – involved in – Prime Minister in call for tax cuts; as – while – Voters angry as prices soar; over – because of – Manager sacked over sexist comments

2 a Analyse the example question with the class. Students then discuss the other questions in pairs.

Answers
2 Change of tense (present perfect to present simple), omission of relative pronoun and verb
3 Punctuation changed, omission of verb and auxiliary verbs
4 Change to passive voice, omission of subject (the judge), omission of articles

b Students work in pairs to write the headlines. Collect the best examples on the board.

Suggested answers
1 Rare bird returns to UK after 400 years
2 Drunk driver kills 2
3 Australian PM to open hospital in Melbourne

Extension activity: newspaper headlines
Print out some examples of authentic newspaper headlines on slips of paper available at: http://www.1stheadlines.com/
Ask students to analyse them in groups to answer the following questions.
- What is the story about?
- What are the grammar and punctuation features of these headlines?
Feed back the suggestions as a class and compare them with the actual stories.

3 a Discuss the examples as a class. Students then work in pairs to complete the table.

Answers
Cultural references: Choose That Girl! Madge jets to Africa to adopt girl (Madonna had a song called Who’s that girl?)
Alliteration: Love’s Labour’s Lost
Emphatic language: Family’s pet dog butchered (butchered = killed brutally)
Note
The comedian who was criticised was Sacha Baron Cohen who played the character of rapper Ali G (and is also famous for the character Borat).

b Check students’ understanding of **tabloid** and **broadsheet**. Students work in pairs to make lists.

**Suggested answers**
Tabloids: the Sun, the Star, the Daily Mirror, the Daily Mail, the Daily Express, New York Post, Boston Herald
Broadsheets: The Times, the Guardian, the Independent, the Daily Telegraph, the Observer, the New York Times, the Washington Post, the Wall Street Journal

Note: the words ‘tabloid’ and ‘broadsheet’ originally referred to the size of the newspaper: tabloids were smaller, and broadsheets larger. Now, however, the word is often used to denote the ‘quality’ of the news, especially in the British press: tabloids are more interested in gossip, sport and ‘celebrity news’, whereas broadsheets give more analysis and coverage to international and national news. However, some well-known broadsheets, such as The Times and the Guardian, are now the same size as tabloids.

Note
Up-to-date newspaper lists
http://en.wikipedia.org/wiki/Tabloid
http://en.wikipedia.org/wiki/Broadsheet

c Students complete the matching exercise individually.

**Answers**
1 c  2 e  3 a  4 b  5 d

d Students discuss the headlines in pairs.

**Answers**
1 Play on words (Titanic disaster = very large disaster; Titanic disaster = the disaster when the Titanic sank)
2 Cultural reference (To be or not to be is a famous line from Shakespeare’s Hamlet)
3 Alliteration (Gorgeous George – Clooney conquers Cannes)
4 Emphatic language (carnage = the violent killing of large numbers of people, especially in war)
5 Tabloidese (axe = cut)

e Students role play the meeting in groups of 3–5. Encourage them to use the language from Exercise 3a.

**Extension: simulation part 1**
Students create a class newspaper in English while they are working on this unit. Set four tasks, one at the end of each of the four sections in this unit. The class newspaper should contain stories about the members of the class, and be aimed at people with similar backgrounds and interests. Students re-run the role play in Exercise 3e, but this time for a newspaper that they really are going to produce. They can work in the same groups or as a whole class. They should aim for a list of around 5–10 headlines and story ideas for their newspaper. Make sure they keep a record of their headlines, as these will be crucial for the next parts of the simulation.
Analyzing newspaper articles

Language note

**liberal** – either economically liberal, for example favouring free markets over state intervention, or socially liberal, for example favouring social change, rights for minorities, freedom of speech, etc. In this section, the term means socially liberal, in contrast to the term **reactionary**.

**emotive language** – designed to create a strong emotional reaction in readers, such as disgust, shock or sympathy

**reactionary** – extremely right-wing or conservative, and is strongly opposed to social change

**yob** – a young hooligan (British English slang)

**Before you begin …**

Check students’ understanding of objective, slant and bias (see background information on pages 15 and 16). Ask students for some examples of types of media bias (see background information on page 16). How common are these types of bias in students’ home countries?

4 a Students discuss the questions in groups and then feed back to the class.

b Discuss the question as a class.

Suggested answers

1 Shopping centres have closed-circuit television (CCTV) cameras to help them identify criminals, for example shoplifters, vandals, pickpockets, etc., and reduce crime, but they cannot identify criminals wearing hoods. Some other customers may also feel intimidated by the presence of groups of young people with their faces hidden.

c Check students’ understanding of the five terms. Students discuss the headlines in pairs.

Answers

1 conservative, reactionary, emotive
2 liberal, neutral

d Students discuss the words in pairs to decide how to classify them. Ask students to check any unknown words at the end of their discussion.

Answers

**Emotive**: muggers, yobs, fed up with, terrorise, discrimination, crime epidemic, low-level disorder, outsider, intimidated

**Neutral**: teenagers, ban, weapon, shoplifting, law-abiding

e Students read the articles to check their predictions. Did the emotive language all come from the article with the emotive headline, and the neutral language from the neutral-headlined article?

Answers

1 A 2 B
Students read the first paragraphs and answer the question.

**Answers**

Article A does not mention the topic.
Article B asks questions.

Students discuss the statement in pairs and then feed back to the class.

Make a list of words as a class. Students discuss the choice of words in pairs.

**Answers**

**Young people**

**Article A:** young people, teenagers

**Article B:** child, children, teenagers, kids, youth

**Crime**

**Article A:** thugs, muggers, yobs, law-abiding citizens, robberies, gangster-style, armed robberies, shoplifting, intimidation, commit crime, terrorise victims

**Article B:** yobbishness, low-level disorder, victims, attackers

Article A has few references to young people but lots to crime, whereas Article B has more references to young people and much fewer to crime. In Article A, the journalist also avoids the use of the word ‘child’, suggesting that we shouldn’t treat hoodies as children. In Article B, the use of ‘child’ has the opposite effect – it allows us to look at hoodies not as dangerous adults but as young children. The choice of words associated with crime in Article A is also interesting: emotive, emphatic terms like ‘gangster-style’, ‘yob’ and ‘terrorise’ create a sense that hoodies are responsible for serious, violent crime. In Article B, the use of the term ‘low-level disorder’ suggests the opposite – that the types of crime committed by hoodies are not too serious at all.

Students mark the statements True (T) or False (F).

**Answers**

1 F  2 F  3 T  4 T  5 T  6 F

Students work individually to answer the questions and then check their answers in pairs. Check any new vocabulary as a class.

Students discuss the questions in pairs and then feed back to the class.

**Extension activity: political slant**

Find more articles in two different English language newspapers, or on their websites, to illustrate how the different papers approach the same story. Ideally, use papers with different political slants, such as the Sun and the Daily Mirror, or the Daily Telegraph and the Guardian. Follow the procedure in Exercises 4a–g for your stories. Alternatively, you could ask students themselves to find stories which illustrate different forms of slant.

Check students’ understanding of cohesion and omission and give some examples. Students work individually to complete the matching exercise. Point out that there may be some disagreement as to which example best illustrates each technique.

**Answers**

1 c  2 b  3 d  4 a
**Language note**

Cohesive devices are the links between sentences and paragraphs which enable the reader to understand the article as a whole. Cohesion can be achieved in the following ways:

- The repetition of vocabulary, or use of pronouns, synonyms or general names to refer to the same object, for example *A kangaroo was injured yesterday when it was attacked by a shark. The marsupial was hopping near the water’s edge when the shark jumped out at the poor creature. Witnesses who saw the animal being attacked were stunned.*

- The use of articles (*a/the*) to show new/known information (see example above).

- The use of word groups, for example *The judge sentenced the criminal to 5 years’ imprisonment. He had been accused of the offence by several witnesses, and found guilty by the jury.*

- The use of collocations, for example *sentenced to, accused of, found guilty.*

- Variations in word order to put old information towards the beginning of sentences, and new information towards the end (see examples above). This often requires structures such as passive voice to change the normal word order of subject-verb-object.

- The use of linking words such as conjunctions (*and, although*), prepositions (*despite, as well as*) and adverbs (*meanwhile, secondly*).

- Omission of words which are clear from the context, typically to avoid repetition, for example *He had been accused of the offence by several witnesses and he had been found guilty of the offence by the jury.*

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**b** Students work in pairs to find more examples and then feed back to the class.

**Answers**

1. They behave as if they own the streets ...
2. They are the uniform of thugs and muggers ...
3. So the decision by Bluewater shopping centre in Kent to ban the clothing ...
4. … the hoodie has become a symbol for those we fear have taken control.

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**c** Students complete the exercise individually and then check their answers in pairs.

**Answers**

They (CCTV cameras) record crimes as they (crimes) are happening but do not prevent them (crimes) happening. In such an environment there is a feeling that the streets and town centres do not properly belong to us (the reader / ‘ordinary people’) and the hoodie has become a symbol for those (people) we (the reader / ‘ordinary people’) fear have taken control.

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**d** Discuss the questions as a class.

**Answers**

1. Passive
2. The first sentence uses the passive to create cohesion. The second sentence uses the passive to avoid mentioning who does the action.
e Students work in pairs to find more examples and then feed back to the class.

**Answers**

*have been adopted* (to avoid mentioning subject), *they should be allowed* (to avoid mentioning subject and to create cohesion), *are carried out* (to avoid mentioning subject), *have been bought* (to avoid mentioning subject)

f Students plan their writing in class with a partner and complete it as a homework activity. Students should use the cohesion techniques.

**Extension activity: reordering**

Find more articles in two different English language newspapers, or on their websites. Cut up the text into separate paragraphs or sentences and give out a jumbled text to each pair or small group. Ask students to use their knowledge of cohesive devices to put the articles back in the right order. Discuss which cohesive devices are used in the articles.

**Extension activity: Unit 1 extra activity**

This practises the cohesive devices studied in this section, especially the passive. Students work individually or in pairs to complete the exercises. For the second part, compare students’ answers with the suggested answers.

**Extension activity: simulation part 2**

Students choose from the headlines they wrote in Exercise 3e and write articles using the techniques for slant and cohesion from this section. Students can work individually or in pairs. The writing should be done on computer so it can be edited in later parts of the simulation.

### Practising interview skills

**Language note**

A **sub-editor** (or **sub**), known as a **copy editor** in American English, makes editorial changes, corrections and improvements to the format of copy (the materials written by journalists) to get it ready for printing.

A **press office** is the department in an organisation which deals directly with the media, including preparing press releases and representing the organisation in interviews, and which is responsible for maintaining a good image for the organisation in the media.

**Circulation** in this section means the number of copies of a newspaper sold.

**Footage** refers to filmed sequences of an event or news story.

**Editorial** has two meanings. An **editorial** (countable) is an article written by a newspaper’s editor, typically expressing the newspaper’s opinions about a story. **Editorial** (uncountable) can refer to the journalistic content of a newspaper. In this section, editorial in this second sense contrasts with advertising as a source of a newspaper’s money.
Before you begin …
Ask students what language skills a non-native speaker interviewer might need when interviewing in English, and what the four stages in an interview might be (see background notes on page 16).

**Suggested answers**
Interviewers need to be able to ask questions properly, both those prepared before the interview and spontaneous follow-up questions, for example for clarification of detail; to understand spoken English, and be able to deal with misunderstandings, for example by asking for repetition or requesting that the interviewee speaks slowly; to know how to interrupt effectively, for example to move the interview forward, or to check information; to be skilled in small talk to put the interviewee at ease; to be able to write notes quickly while listening.

6   a Students discuss the questions in pairs and then feed back to the class.

**Suggested answer**
3 A good interview must be well researched and interesting to read. It should give a sense of the personality of the interviewee, not just the facts behind a story. The interviewer should not allow the interviewee to avoid difficult subjects, but at the same time should remain polite and friendly.

b Students listen and tick the topics mentioned.

►11 page 93

**Answers**
She talks about her education and her past and present jobs.

c Students listen and mark the statements True (T) or False (F).

►12 page 93

**Answers**
1 F  2 T  3 T  4 T

d Students listen again and complete the profile.

►11 & 12 page 93

**Answers**
2 reporter
3 editor
4 education
5 deputy
6 Afternoon
7 press
8 circulation
9 diversify
10 camcorders
11 digital
12 foreign

e Students discuss the questions in pairs and then feed back to the class.
f Students work individually to put the questions in order.

Answers
2 Did you enjoy the positions?
3 Will you continue as head of the press office?
4 Are you looking for a new position?
5 Have newspapers changed during your career?
6 How would you describe the present newspaper market in the UK?
7 Is the era of print newspapers coming to an end?
8 Who is your media inspiration?
9 Do you have any advice for people … ?

g Complete the table as a class.

Answers
3 a – b Will c you d continue e as head of the press office?
4 a – b Are c you d looking for e a new position?
5 a – b Have c newspapers d changed e during your career?
6 a How b would c you d describe e the present newspaper market in the UK?
7 a – b Is c the era of print newspapers d coming e to an end?
8 a Who b is c your media inspiration d – e – ?
9 a – b Do c you d have e any advice for people … ?

Language note
Most questions in English follow the word order shown in Exercise 6g, i.e., question word – auxiliary verb – subject – main verb – rest of question. The main exceptions are subject questions, where the question is about the subject of the sentence, for example Who inspires you?, which use normal sentence word order (subject – verb – object). Indirect questions also use this word order for the embedded question, for example Can you tell me why you left? Some questions are also marked only by intonation, rather than changes in word order, for example You think the era of print newspapers is over? The section on questions in this unit deals only with normal question word order.

Extension activity: question forms
Ask students for more question words to add to column a) of the table on the board, for example what, where, why, when, how often. Elicit a complete list of English auxiliary verbs which can go in column b): BE – am/is/are/was/were; HAVE – have/has/had; DO – do/does/did; MODALS – will/would/may/might/shall/should/can/could/must. Ask students for the possible forms of the main verb in column d): the infinitive after DO and modals, the -ing form after BE, and the past participle after HAVE or BE. Elicit which columns may be empty – a), d) and e).
Using the information you have elicited, students should work in pairs to write more questions for Katie Jones. As a follow-up, they could use their questions to interview each other, with one student playing the role of Katie Jones.
Students work individually to complete the table and then check their answers in pairs.

**Answers**

**Introductions**
- How do you do?
- Nice to meet you.
- I’m …
- Pleased to meet you.

**Interrupting**
- Hold on, …
- Could I just say something?
- Sorry, but …
- Can I interrupt for a moment?
- Hang on a minute, …
- Sorry to interrupt, but …
- Sorry to butt in (again) …

**Hesitating**
- Well …
- You know …
- I mean …
- So …
- Right …
- OK …

**Asking for detail**
- What exactly do you mean?
- What exactly were they?
- Could you be more specific?
- Why do you say that?

Students test each other by taking turns to remember phrases from each column.

Students prepare for their interviews in pairs. It is important that they tell the interviewer some basic information to help the interviewer to prepare questions. During the role play, encourage students to use the phrases from this section, and to keep the interviews professional, i.e. not too chatty.

**Extension activity: simulation part 3**

Students write up the interviews from Exercise 6j, or an interview with a new partner, as an article for the class newspaper. They should use the techniques of slant and cohesion studied earlier in this unit, and come up with an effective headline for their story.

**Planning and writing a newspaper article**

**Language note**

The *Anglo-Saxon tradition* of journalism refers mainly to the style of UK and US newspapers. Within this tradition, journalism can often be less formal than in other countries. Of course some UK and US newspapers are more formal than others, but people from other traditions are sometimes surprised by the chatty, playful or humorous nature of some language even in serious newspapers such as *The Economist*.

- Students rate the statements 1–5.
- Students discuss the statements in small groups.
8 a Check students’ understanding of *house style*. Students make lists in pairs (see background notes on page 17).

**Suggested answers**
Abbreviations, accents, capitals, italics, plurals, titles, etc.

b Students check the websites in class or at home.

**Extension activity: style guides**
As homework, assign style guides to different students including the new BBC style guide [http://www.bbctraining.com/styleguide.asp](http://www.bbctraining.com/styleguide.asp). Students should spend around half an hour looking at their style guide and find five interesting pieces of advice to present to the class next lesson.
Alternatively, they could turn the advice into quiz questions for other students to guess the answers to next lesson. For example, *According to The Economist style guide, should you use capital letters for the queen?*

c Students discuss the statements in pairs, then feed back to the class.

**Suggested answers**
1 Yes, inconsistency is distracting.
2 No, ‘style’ in the sense of ‘house style’ does not refer to a stylish appearance or design.
3 Yes, readers get used to a house style and identify with it.

d Students complete the table in pairs.

**Answers**

<table>
<thead>
<tr>
<th>House style feature</th>
<th>Daily Mail house style</th>
<th>Alternative house style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>” ”</td>
<td>’ ’</td>
</tr>
<tr>
<td>Spelling</td>
<td>realised</td>
<td>realized</td>
</tr>
<tr>
<td>Capitalisation</td>
<td>Prime Minister</td>
<td>prime minister</td>
</tr>
<tr>
<td>Foreign words</td>
<td>cafe</td>
<td>café</td>
</tr>
<tr>
<td>Use of American/British/Australian English</td>
<td>shopping centre</td>
<td>shopping mall</td>
</tr>
</tbody>
</table>

9 a Students work individually to put the steps in order and then discuss them in pairs. Ask the class what might be involved in each stage.

**Answers**
1 Brainstorm the topic (write down ideas connected to the article)
2 Research the story
3 Plan (organise and paragraph your ideas)
4 Write the introduction
5 Write the main body of the article
6 Conclude
7 Check your article for mistakes

b Students write their sentences individually and then discuss their ideas as a class. Check students’ understanding of *kindergarten* = a nursery; *to target* somebody = to direct advertising at them a safe = a strong box with special locks where valuables are kept.

**Answer**
The article is about a safe which has been stolen from a kindergarten in Ipswich.
c Discuss the reasons as a class.

Answers
The headline tells us ‘who’: a group of people (a gang), and ‘how’: through a hole in the wall.

d Students read the article to check their predictions. What additional information is given?

e Students read and discuss the three alternatives in pairs and then feed back to the class. Focus especially on the techniques that make one version better than the others.

Answers
1 Doesn’t say exactly where, when and how.
2 Time vague, doesn’t say who the victims were, and it introduces irrelevant information.
3 The best option: it answers who, where, what and how.

f Students read and discuss the three alternatives in pairs and then feed back to the class. Focus especially on the techniques that make one version better than the others.

Answers
1 Journalist’s opinion is too obviously stated.
2 The best option: the headlines and photos are now more fully explained, using the words of the victim. Use of police quotation to reassure the public.
3 The message is the same as (2), but is less interesting to read as it doesn’t contain any direct quotations.

Extension activity: vocabulary
Check students understand all the vocabulary from the article by writing the following words and phrases on the board in one column and their mixed-up explanations in another column. Students work in pairs to read the article again to work out which word goes with which explanation.

1 a kindergarten  a stolen money
2 premeditated  b not transparent
3 baffled  c a tall dustbin with wheels
4 a raid  d planned in advance
5 tinted  e to disappear without a trace
6 a wheelbarrow  f somebody who commits an offence
7 loot  g completely confused and amazed
8 to vanish into thin air  h somebody who speaks on behalf of an organisation
9 a wheelie bin  i a nursery school
10 a spokesperson  j an attack or burglary
11 a culprit  k a truck with one wheel

Answers
1 i  2 d  3 g  4 j  5 b  6 k  7 a  8 e  9 c  10 h  11 f

g Students plan and write the article in pairs. Encourage them to use the techniques of house style in Exercise 8b.

h Students read and correct another pair’s article and give it a headline.

i As a class, think of local news stories, for example crimes, business news, events, etc. Students choose one to research and write as homework.
Extension activity: simulation part 4

Students hold a meeting to plan how to compile a class newspaper from the articles they have written thinking about the following questions.

- Which articles, interviews, stories, etc., should be included?
- Does any editing need to be done to the articles, especially with regard to house style?
- What will the lead story be?
- What order will the other stories appear in the newspaper?
- Does anything else need to be written for the newspaper, for example contents page, editorial comment, adverts, more articles using the headlines they wrote at the beginning of the unit?
- How will students go about the practical aspects of creating and publishing their newspaper?

After the meeting, students actually create and print the newspaper, which may, for example, be distributed to other students, added to a website, or displayed on the classroom walls.
Background information and useful web links

Writing headlines

Headlines and secondary headlines (also called subheads) tend to be written by sub-editors rather than the journalist who wrote the article. Front page headlines are especially important, as they have to attract potential buyers to the newspaper, while inside headlines have to make readers want to read the articles, usually once they have bought the paper.

The language of headlines in English (which is sometimes called headlines /ˈhedlɔːnɪz/) is notorious for containing strange vocabulary (tabloidese /ˈtæblɔɪdɪz/), unusual grammar, and large amounts of wordplay and cultural references, all of which make them extremely challenging for non-native speakers to understand. If students are going to write headlines for other non-native speakers, they would be better off limiting the amount of tricky language and focus instead on the techniques for making headlines more powerful, also explored within this section.

In the UK, newspapers have traditionally been divided into two types: tabloids and broadsheets. Tabloids, also known as the popular press, for example the Sun, the Daily Mirror, tend to be more sensationalist and light-hearted. Broadsheets, for example the Telegraph, the Sunday Times are considered more serious and intellectual, and are also known as the quality press. The distinction used to correspond to the actual sizes of the newspapers: broadsheets use much large paper, while tabloids are around half the size of broadsheets. Several quality newspapers in the UK have recently changed their paper size, for example The Times and the Guardian, which has caused some confusion over whether to call them broadsheets or tabloids. This has led to the creation of a new term, compact, which refers to their small size, and not the quality of their journalism.

Useful web links

An excellent source of the latest headlines from the US and around the world
http://www.1stheadlines.com/

An interesting article on headlines
http://www.guardian.co.uk/books/2002/jan/26/books.guardianreview5

Good lists of tabloids and broadsheets in many countries around the world

Some famous and humorous authentic headlines
http://funnies.paco.to/Headlines.html

Analysing newspaper articles

Slant refers to a particular way of presenting information so that it appeals to certain groups in society. It is open to debate whether slant is a way for powerful media owners to influence readers’ opinions, or whether readers want and expect slant, in order to reinforce views they already hold. In most countries readers are free to choose what sort of newspaper to read (if at all), so presumably newspapers could not get away with too much deviation from their readers’ own viewpoints. Bias /ˈbaɪəs/ means the same as slant, but has strong negative connotations. Journalism can never be completely objective and neutral: there will always have to be editorial choices about what stories to include, how to approach each story, which should be lead stories, etc. Strict objectivity may also lead to unsavoury results, for example if the perpetrators of crimes are treated as sympathetically as their victims. But newspapers are often criticised for spinning a story one way or another, leaving readers unsure where the truth lies.

Newspapers in the UK tend to have a clear political slant, which informs their reporting of political and social issues. Those considered to be on the centre-right of the political spectrum include the Daily Telegraph, the Daily Mail and the Sun. The Independent is aimed at the middle to centre-left of the spectrum, while the Guardian and the Daily Mirror are considered centre-left.

The following list of types of media bias is adapted from http://en.wikipedia.org/wiki/Media_bias

Ethnic or racial bias, for example racism
Corporate bias, for example sympathetic reporting of the interests of the owners of the newspaper or its sponsors/advertisers

Social class bias

Political bias, i.e. bias in favour of or against a particular political party, candidate or policy

Religious and cultural bias

Bias based on sex, age, background, education, language, etc.

Bias in favour of the exceptional over the ordinary = sensationalism

Exaggerated influence of minority views – a tendency to emphasise the new and the different over the status quo or existing consensus

Bias towards ease or expediency, for example quick and easy topics such as the personal lives of celebrities, or crime reporting, particularly street crime, tend to be favoured over investigative journalism, which tends to require more time and research, and thus more money, to produce

To this list could be added national bias: far more coverage of news in the home country, and to a lesser extent its neighbours and allies, than of remoter countries.

An important aspect of slant is the use of different types of vocabulary to present certain information in either a positive or negative light. For example, where one article speaks of wildlife, destruction of habitats and traditional methods of farming, another might describe the same concepts as pests, economic development and outdated techniques. This use of vocabulary is particularly apparent with emotive vocabulary, such as brutal attacker vs. brave fighter; tragic accident vs. unforgivable lapse; and stubborn vs. tenacious.

Useful web links

Objectivity in journalism
http://en.wikipedia.org/wiki/Objectivity_(journalism)

Practising interview skills

Interviewing is an important skill for all types of journalist, not just those who write for newspapers, but the basic techniques are the same.

The arrangements include setting up the interview in advance to make sure the interviewee knows what to expect, and planning the order of interviews so that, for example, the most important interviewee is the last to be interviewed, as earlier interviews can provide useful new ideas.

The preparation stage includes research of the topic and careful planning of questions.

The interview itself involves far more than asking questions and noting the answers. It must begin with casual conversation to relax the interviewee and interviewer. The questions must be short. The interviewer should be ready to ask follow-up questions to get specific information, for example When exactly was that? He/She should pay attention to the location of the interview, as well as the interviewee’s behaviour and body language, as both of these provide good background information.

Finally, the reconstruction stage involves writing up handwritten notes from the interview, and should take place immediately after the interview while it is fresh in the interviewer’s mind. This includes writing abbreviations out in full, making sure the interviewer has a record of which answers go with which questions, and underlining key quotes. This stage makes the writing of the actual article much easier.

Within the interview, there are several types of question:

Open questions start with question words, for example Where/Why, and are useful for getting lots of information.

Closed questions start with auxiliary verbs, for example Do you / Will you, and are useful for pinning down an interviewee who is failing to get to the point.

Negative questions, for example Can’t you / Haven’t you, may seem rather aggressive but are useful for provoking an interviewee to justify controversial opinions and facts.

Echo questions repeat part of a previous answer with questioning intonation, for example “I never said we would cut taxes” “Never?”, and are useful for getting more information out of an interviewee.
Useful web links


A large blog full of advice for media interviews, for both interviewers and interviewees: [http://themediainterview.com/](http://themediainterview.com/)

Four stages to a successful media interview
[http://stringers.media.mit.edu/interview.htm](http://stringers.media.mit.edu/interview.htm)

Planning and writing a newspaper article

**House style** helps create consistency in a newspaper, so that articles reflect the personality and preferences of the publication rather than the individual journalists. Newspapers tend to use a **style guide** to ensure all writers and editors follow the same rules. They also promote clarity and professionalism, and warn writers against making common mistakes, for example spelling. It is important to realise that English offers many choices of style, so what is correct for one publication would be unacceptable in another. For example, one publication might write *The Prime Minister, the President, and the Queen idolize the well-known singer John Smith*. *The Economist*, according to its style guide [http://www.economist.com/research/StyleGuide/](http://www.economist.com/research/StyleGuide/), might write the same information as *The prime minister, the president and the queen idolise John Smith, a well-known singer*.

House style includes elements such as:

- preferred sentence length
- spelling, for example British or American
- treatment of abbreviations, for example N.A.T.O. or NATO, Mr. or Mr
- treatment of quotations, for example “Yes” or ‘Yes’ or Yes
- syntax, for example active or passive voice, use of there is/are
- use of headings
- paragraph length
- capitalisation of personal titles, for example Prime Minister
- punctuation, for example commas before *and* in lists
- levels of formality, for example balance between long noun phrases (more formal) and verb phrases (more informal)

Useful web links

A good introduction to style guides, with useful links [http://www.freewritingadvice.com/articles/index_files/45styleguide.htm](http://www.freewritingadvice.com/articles/index_files/45styleguide.htm)

*The Economist* and the *Guardian* style guides (see SB p14) are well worth browsing. For example, *The Economist*’s list of dos and don’ts is full of useful advice [http://www.economist.com/research/styleGuide/index.cfm?page=673901](http://www.economist.com/research/styleGuide/index.cfm?page=673901)

The BBC’s excellent style guide is available for free download [http://www.bbctraining.com/styleguide.asp](http://www.bbctraining.com/styleguide.asp)

An interesting story about a problem caused by house style [http://languagelog.ldc.upenn.edu/nll/?p=632](http://languagelog.ldc.upenn.edu/nll/?p=632)

NB This blog has a whole section on language and the media, which is a good source of supplementary reading texts.
UNIT 2 Radio

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

Go to page 31 for essential background information on the topic and useful web links.

Don’t forget to explore the Extra activities for this unit

Refer to Student’s Book pages

Understanding the language of radio presenters

Before you begin …

Check students’ understanding of regulation and deregulation in the context of radio. In what ways might radio be regulated?

Suggested answers

Content may be controlled or influenced by the government; commercial competition may be prevented or discouraged; quality and service standards may be managed centrally by a regulator; spectrum allocation may be managed centrally; etc.

1 a Students discuss the questions in pairs and then feed back to the class.

b Students discuss the questions in small groups.

c Students complete the exercise individually and then check their answers in pairs.

Answers

2 e  3 a  4 f  5 d  6 b

d Students listen and identify the genres (a–f) in Exercise 1c.

Answers

2 News and sport
3 News and current affairs
4 Classical, jazz and world music
5 News and sport
6 Classical, jazz and world music
7 Global news and documentary
8 Popular music
e Students listen again and tick the phrases they hear.

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Answers
Introducing the show/presenter/DJ
It’s 6 o’clock on Monday 24th September. This is *The Morning Show* with John Gray in London …
It’s 8 o’clock, and you’re having breakfast with me, Amanda Green.
And now it’s time for *Everyday Women* … with Carla Morris.
I’m Gemma Wilson and welcome to *In Focus*.
I’m Mo Ace and this is a free podcast.

Introducing guests/features/news
Let’s talk to Jonathon White, our football correspondent.
We’ll be speaking to the Prime Minister at ten past eight.
Now over to the newsroom.
This week, Rahim Anwar presents a programme about the poet Auden …

Introducing music
We’ve still got Madonna’s *Ray Of Light* to play for you, and a track from The Beatles, but first, The Foo Fighters’ *Learn To Fly*.
Here’s the second movement of Beethoven’s *Emperor Concerto*, performed by the Berlin Philharmonic Orchestra and conducted by Heinrich Erhard.

Extension activity: grammatical structures
Ask students what structures are used in the phrases to refer to the future. What is grammatically unusual about the last phrase in the table?

Answers
The future continuous is used *we’ll be talking / we’ll be speaking* to make a promise about an arrangement. The present simple is used *we interview / Rahim Anwar presents* to state a future fact. The two structures could be used interchangeably but the present simple suggests the features are pre-recorded and sure to be broadcast, while future continuous suggests the features will be live, and therefore strongly expected but not guaranteed.
The last phrase is unusual because there is an article (the) before a proper name (Nick Cave). This is because there is an adjective (brilliant) before the name.

f Students work individually to correct the mistakes and then check their answers in pairs.

Answers
1 You’re listening to Radio Australia. I’m Gil Brennen and welcome to *Good Morning Australia*.
2 Here’s Bach’s Concerto for keyboard in D major, performed by Alison Balsom and Colm Carey.
3 It’s Tuesday the 19th January. This is *Report*, with Bill Noles and Justine Welsh.
   Still to come in the next half hour, we’ll be interviewing Janie Kirk.
4 That was Coldplay with *Viva la vida*. Before that, you heard *Rockstar* by Nickelback.
5 This week, John Walsh presents a programme *about* finding work on the Internet.

Students listen and check their answers.
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h Students plan their writing in class with a partner and complete it as a homework activity.
Students take turns to read their broadcasts and give feedback on each other’s performances. If you record the broadcasts with extracts of music, remember that there may be legal restrictions on what you may record and distribute, for example on a class website.

**Extension activity: transcribing**

As a homework task, students find an English-language internet radio station which appeals to their own tastes. Ideally, each student should choose a different station. A good website for searching for radio stations is [http://www.live365.com/index.live](http://www.live365.com/index.live). They should record a one- or two-minute extract and transcribe the presenters’ words exactly. They will probably have to listen several times to get it right. If they have serious problems transcribing their extracts, a nice activity would be for the whole class to listen to the extract to try to work out what was said in the problematic sections, using their (and your) collective listening, vocabulary and grammar skills. The extracts should provide some useful phrases for students to use in their own radio broadcasts later in the unit.

As a follow-up in a later lesson, collect all the extracts on pieces of paper (or on a wall display), as well as the names and descriptions of the radio stations on separate pieces of paper. Students have to work out which extract came from which radio station.

2 a Students discuss the questions in pairs and then feed back to the class.

b Students read the brief and answer the questions.

**Answers**

1 In many ways, a radio commissioning brief is like a job advertisement: it describes a product/service that a person/company wants to be provided with; in this case, London 1 is looking for producers to make documentaries.
2 Somebody in London 1’s commissioning team.
3 People, most likely producers, who want to and are able to produce short radio documentaries.
4 This document was taken from the London 1 website; another place to find briefs such as this would be in trade papers.

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Cambridge University Press 2009

www.cambridge.org/elt/englishforthemedia
Extension activity: test your partner
Students test each other on the vocabulary by reading a definition to elicit the word or phrase from their partner.

Extension activity: vocabulary quiz
To exploit the other useful vocabulary from the text, have a quick vocabulary quiz. Divide the class into teams. Teams take turns to choose a number from 1 to 18. Point out that the numbers refer to words and phrases in the text, and are in the correct order. Read the definition for that number (see below) and then give the team 10 seconds to guess the word or phrase. If they guess correctly, write the number on the board; if not, the next team chooses a number (either the same number or a different one). The team with the most correct answers is the winner.

1 Adjective, two words: most successful = most listened-to
2 Noun: group of listeners = audience
3 Verb: to talk to somebody as if you are an expert and they know nothing = to lecture somebody
4 Noun: the way somebody tries to deal with a situation = an approach
5 Noun: a person who is on the same social level as another [= a peer]
6 Verb: to keep somebody interested and involved = to engage somebody
7 Adjective: earlier = preceding
8 Noun: the rate at which something is used = consumption
9 Noun: a wide range = variety
10 Adjective: describes the options which can be used = available
11 Noun, two words: topic = subject matter
12 Adjective: suitable, correct for a given situation = appropriate
13 Adjective: original and inventive = innovative
14 Adjective, four words: unusual = out of the ordinary
15 Adjective: appropriate for the situation = relevant
16 Adjective: coming up again and again = recurrent
17 Verb: to summarise, to explain briefly = to outline
18 Verb: to hand something in, to deliver = to submit

Students discuss the questions in small groups and then feed back to the class.

Students write their cues in pairs and then feed back to the class.

Extension activity: simulation part 1
Students work in small groups to plan their documentaries. They can use their ideas from Exercises 2e and 2f or another topic if they prefer. The initial discussion should cover the following points.

- What is the documentary about?
- Which of the formats from the text in 2b will they follow?
- How will they divide up the time into sections?
- What research will they need to do?
- Who will be responsible for which tasks?

At the end of the discussion, they should be ready to record their documentaries as a homework project. N.B. They will learn more about the production process in later Units, but their own successes and failures with this homework project should be good preparation for later discussions. When the documentaries are ready, students play the recordings to the class, or post them on a class website. There are many websites available to host home-made audio and video content, such as http://blip.tv/ and http://www.ning.com/.
Understanding the production process

Before you begin …
Students discuss in small groups the steps involved in planning the content of a radio news programme. You can give them the first and last steps to get them started (see Exercise 3e, page 22). Ask the class what the steps are and write these on the board. Avoid confirming or rejecting their ideas at this stage as the subject is dealt with in Exercise 3e.

3  

a Students work individually to number the statements.

b Students compare and discuss their answers in pairs.

c Students work individually to complete the definitions and then check their answers in pairs.

Answers
2 running order 7 packages
3 breaking news 8 stringer
4 lead stories 9 debriefing
5 to brief 10 to update
6 news list 11 to liaise

Extension activity: test your partner
Students test each other on the vocabulary by reading a definition to elicit the word or phrase from their partner.

d Discuss the question as a class.

Answers
debriefing: to debrief
shortlist: to shortlist
package: to package

e Students work individually to complete the text and then check their answers in pairs.

Answers
2 shortlist 7 brief
3 stringer 8 breaking news
4 running order 9 Update
5 lead stories 10 Liaise
6 packages 11 Debriefing

f Discuss the question as a class.

g Students work individually to complete the word web. Encourage them to add their own ideas. Collect all the class’s ideas on a word web on the board.

Answers
editor, deputy editor, reporter, researcher, producer, journalist, presenter, guest, studio manager

Extension activity: radio words
Students look again at the text in Exercise 2b for more radio words to add to their word webs. Collect their answers on a word web on the board. They may also have more categories of words, for example adjectives, or use one of the words to start a new web, for example commissioning.
Suggested answers

Verbs
to serve an audience; to commission; to entertain; to engage; to broadcast; to trail ahead; to podcast; to outline; to submit a proposal; to give feedback

Nouns
documentaries; tone and approach; programme; highlights; dry version; podcast; a piece of visual; a format; a package; a studio discussion; subject matter; guidelines; cues; billings; support material; a budget

People
listeners; a key audience; producer; editors; sound engineers; commissioning team

Students discuss the questions in pairs and then feed back to the class.

Extension activity: vocabulary learning techniques

Ask students for their ideas on techniques for learning vocabulary (see suggestions below). In pairs, students discuss the advantages and disadvantages of each technique. During feedback, encourage students to experiment with some of the techniques.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word webs: record vocabulary in a diagram to show relationships and generate ideas.</td>
<td>Good way to store large amounts of vocabulary which can be extended or accessed later.</td>
<td>Time-consuming. Not very systematic way of actually learning (rather than recording) words.</td>
</tr>
<tr>
<td>Word lists</td>
<td>Quick and efficient way of recording words with translations, explanations, sample sentences, etc.</td>
<td>Not very systematic way of learning words. No way to sort words, for example words to learn vs. words already learnt.</td>
</tr>
<tr>
<td>Vocabulary cards: record one word on each card, with translation or explanation on back. Test yourself regularly by looking at the back to remember the word.</td>
<td>Good way of learning through repetition. Easy to sort into words to learn and words already learnt. Easy to measure progress by counting words learnt.</td>
<td>Time-consuming to make cards. Need to be organised and systematic.</td>
</tr>
<tr>
<td>Mental images: think of a funny picture to link the sound/spelling of a new word with its meaning/translation, e.g. for stringer, think of a freelance journalist tied up with string.</td>
<td>Excellent way of learning new words.</td>
<td>Can be difficult and time-consuming to think of pictures.</td>
</tr>
<tr>
<td>Collocations: record words with their collocations, for example submit a proposal; serve a key audience.</td>
<td>Learn way words are actually used. Can be combined with other techniques, for example word webs / vocabulary cards.</td>
<td>Time-consuming and more to learn than single words.</td>
</tr>
</tbody>
</table>
4  a  Students listen and tick the items they hear.
   ▶ 23 page 93

   **Answers**
   1  Rising house prices  
   2  Schools closing  
   3  A new museum  
   4  Global warming

b  Students listen again and tick the phrases they hear.
   ▶ 23 page 93

   **Answers**
   Can/Could you deal with ... ?
   I want you to ...
   I’d like (an) ...
   I’d like you to ...
   Speak to ...
   Contact ...
   You’ll need to ...
   Do you mean ... ?
   Should I ... ?

c  Discuss the question as a class.

   **Answers**
   A: Giving instructions
   B: Checking instructions

d  Discuss the questions as a class.

   **Answers**
   The most direct are the imperatives *(Speak to ... , Use ... , Contact ...)*. If not used in an appropriate situation or with appropriate intonation, direct instructions using the imperative can seem rude. The most indirect is *Would you mind ... ?* This makes the instruction seem more polite.

e  Students work individually to complete the table and then check their answers in pairs.

   **Answers**
   + noun or person
   Can/could you deal with ... ?
   I’d like (an) ...
   Speak to ...
   Do you mean ... ? (can also be followed by a clause)
   Use ...
   Contact ...
   + gerund
   Would you mind ... ?
   + infinitive
   I want you to ...
   I’d like you to ...
   Will you ... ?
   You’ll need to ...
   Shall I ... ?
   Should I ... ?
f Students work individually to correct the mistakes and then check their answers in pairs.

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

g Students role play the meeting. Point out that the aim is to use as many of the phrases from Exercise 4b as possible, and that the meetings can be quite quick (2 or 3 minutes each) in order for everyone to have a chance to play the producer.

Extension activity: simulation part 2
Students make their own packages about learning English. The documentaries can be quite short (5 to 10 minutes). When the packages are ready, students play them to the rest of the class, or post them on a class website.

Planning a news list
5
a Students discuss the questions in small groups and then feed back to the class.

b Students discuss their ideas in pairs. You may need to check the students’ understanding of some words, for example shelter; cruelty; honour; estate agent; overhyped.

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

c Students read the news list to check their predictions.

d Students discuss the questions in pairs and then feed back to the class.

e Students discuss the statements in pairs and then feed back to the class.

Answers
1 T
2 T
3 F – but controversial news is often more likely to be reported; item 5 in the news list is not particularly controversial but has an important element of emotional/human interest.
4 T – sentences 1–5 use either the present simple or the present continuous. Even finished events such as item 6 are reported in the present perfect to make them seem more immediate and of the moment. However, other verb forms can be used when relevant, for example will for future events.
5 F – they can be questions.
**f** Students work individually to underline the topic sentences.

**Answers**
1. Is the Liberal Party leader too old to win the general election?
2. Top universities are still failing to attract large numbers of students from state schools.
3. It’s Oscar time again, but are the Oscars valid, or just another marketing ploy?

**g** Discuss the questions as a class.

**Answers**
1. Explaining how to develop the story
2. The imperative
3. Because she is giving instructions and wants to give a sense of urgency; it is also the shortest way of expressing what she wants done.

**h** Students work in small groups to plan and write their news lists. When they have finished, collect the lists to make a wall display. The class chooses the best news list.

**6 a** Students listen and complete the notes.

**Answers**
- Write – script, interview questions for guests
- People to interview – someone representing the museum, someone representing the homeless people
- Fee – standard fee
- Deadline – 4 pm Australian time

**b** Students work in pairs to try to remember which alternatives were used and then listen to check. When you discuss the answers with the class, focus on the differences between the alternatives, and what the effect would be if the other alternative were used.

**Answers**
- want
- You’ll also need
- They’ll be needed
- Can
- will be
- need
- We’ll need

The meanings of the sentences in Exercise 6b are very similar, regardless of which alternative word is used, but note the following points:
- *Will* can make demands seem less direct.
- *Can* is sometimes more direct than *could*.
- *As* is more common in written language; *because* or *’cos* are more common in spoken language.
- *Need* is more urgent than *want*.

**c** Students role play the phone call in pairs. Swap roles and repeat.
Extension activity: simulation part 3

Students work to produce and record a radio news broadcast. Each group should focus on a different news story, which may be an actual national or international news event or a more light-hearted news story about fellow students. At the end, students play their recordings to the class, and decide which stories are the best.

Giving post-production feedback

Before you begin …
Check students’ understanding of debriefing meeting and what it might involve.

7 a Students discuss the questions in pairs. If they have never taken part in a debriefing session, they should try to imagine what is discussed at such meetings.

Suggested answers
See background information on page 31.

b Students discuss the points briefly in pairs. Check students’ understanding of breaking news; the studio going down; briefed; eyewitness report. They need this vocabulary before listening in Exercise 7c.

Answers
Research not done well – N
Being first with breaking news – P
Studio going down for several seconds – N
Getting an eyewitness report for a breaking news story – P
Interviewees not briefed well – N

c Students listen and tick the points discussed.

Answers
A booked speaker does not arrive for the show
Studio going down for several seconds
Getting an eyewitness report for a breaking news story

d Students listen again and complete the extracts.

Answers
2 great moment
3 what happened
4 cause was; happening again
5 happened to
6 account; real
7 happy with; well done

Extension activity: useful feedback phrases

Students underline the useful phrases for giving feedback in each extract and then in pairs try to think of other ways of saying the same thing.
Suggested answers
1 Who wants to comment first / to kick off today's meeting / to start the ball rolling?
2 … was not a great moment / … was pretty unprofessional / … was a bit of a disaster.
3 We're still trying to figure out / to find out / to work out …
4 Do you have any idea what the cause was / why it went wrong / what was up …
5 … what happened to / what was the problem with / what went wrong with …
6 … was a real scoop / was a great achievement / was fantastic.
7 I was also very happy with / I also really liked / I was also really impressed with …

e Students read the notes and then role play the meeting using phrases from Exercise 7d.

8 a Discuss the questions as a class.

Answers
1 understand = figure out
   stop working = go down
2 They are both phrasal verbs.

b Students work individually to complete the exercise and then check their answers in pairs.

Answers
1 T
2 F – the meaning is sometimes literal (for example, sit down) but in other cases, as in the examples in Exercise 8a, the meaning is non-literal.
3 F – some phrasal verbs have only one meaning (for example, sit down) but many phrasal verbs have several different meanings.
4 T

Language note
Phrasal verbs are often divided into the following four groups.
Intransitive, i.e. no object, for example the studio went down. The particle (= the short word after the verb, in this case down) is an adverb, sometimes called an adverbial particle.
Transitive separable, i.e. the object may come between the verb and the adverbial particle, for example let's figure it out. NB When the object is a noun phrase or a clause, it usually comes after the particle, for example let's figure out the cause of the problem / let's figure out what happened.
Transitive inseparable, i.e. the object always comes after the particle, for example I couldn't do without radio. These are sometimes called prepositional verbs because the particle is a normal preposition.
Three-part phrasal verbs are made up of a verb and two particles, an adverb and a preposition, for example We've run out of time. Because of disagreement as to what exactly a phrasal verb is, the term multi-word verb is also often used. This term covers the four groups above, as well as idiomatic verbs, for example take advantage of somebody; make fun of somebody, and verbs with two participles and two objects, for example put somebody through to someone; take something out on somebody.
C Students work individually to complete the phrases and then check their answers in pairs.

**Answers**
1. Moving on
2. Coming up; go over
3. lined up
4. wind up; run out of

**Extension activity: non-phrasal verb alternatives**

When you check the answers, ask students for alternative ways of saying each phrase without phrasal verbs. Why are the phrasal verbs better than the paraphrases?

**Suggested answers**
1. Now we've finished talking about that story, let's start talking about our next story.
2. Later in the show, we are scheduled to discuss all the latest gossip, but first let's transfer to the newsroom for ...
3. What do we have scheduled to take place on the show today?
4. I'm afraid we're going to have to bring the interview to a close there, as we don't have any more time.

The alternatives are generally longer and less natural, especially in informal English, than the phrasal verbs.

D Students work individually to complete the sentences and then check their answers in pairs. If you have class dictionaries or internet access [http://dictionary.cambridge.org/](http://dictionary.cambridge.org/), encourage students to use these to try to find the best phrasal verb by looking up the word in brackets. Without this, you may need to give some clues to help students work out the answers. When you check the answers, make sure students understand all the phrasal verbs.

**Answers**
2. tuned in
3. make up; get away with
4. set aside
5. do without

E Students discuss the questions in pairs and then feed back to the class.

9 a Students read the email and identify the four points mentioned.

**Answers**
The studio going down, the meteorologist not turning up, the eyewitness account of the rail crash, and the stringer in France
b Students discuss the questions in pairs.

Answers
1 Yes
2 Yes, with reference to the meteorology expert. Also implicit is the fact that Dawn would have liked to break the news of the rail crash.
3 At the beginning of the email there is no salutation; Dawn instead chooses to thank the staff for their work. To finish, she simply puts her name.
4 Starting with the bad news + clause
   Unfortunately + clause
   On a positive note + clause
5 Relatively informal but still authoritative (see answer 3 above). The email uses standard English, but note the use of dashes, an exclamation mark, contractions, and a sentence beginning with and, all of which are more typical of informal communication.

C Students write their emails as a homework activity using useful phrases from the email in Exercise 9a.

Extension activity: simulation part 4
Students hold a meeting to discuss which of the items they have recorded during this unit should be used in a one-hour radio programme. They should use the language of debriefing to comment on what was good and bad about each other’s work. Students edit the programme and post it on a class website, or even look into ways of broadcasting it over the radio.

Extension activity: extra activity
This provides revision of the radio-related vocabulary from this unit. Students work in pairs to complete the extracts using the words from the boxes. You could turn this into a game by writing the numbers in a 5 x 6 grid on the board. Pairs take turns to give a number and the answer. Draw a circle round that number in that pair’s colour. The first team to get four correct answers in a row (or, if you prefer, the pair with the longest chain of answers) is the winner.
Radio around the world is regulated by governments or their agencies, and by international treaties. There is a limited set of frequency bands on which radio stations can transmit their signals, so it makes sense to control who can and who can’t transmit on which frequency in which geographical area. International treaties are required to prevent, for example, a radio station from one country monopolising frequency bands in a neighbouring country, and more generally to promote the optimal usage of the radio spectrum. Also, because of the importance of the media in controlling information to the public, many governments have sought as much control as possible over radio and other media. This led to the establishment and enormous influence of state-sponsored broadcasters such as the BBC in Britain.


This shows that the question of regulation/deregulation is far from black and white, and is better seen as a scale from complete regulation to complete deregulation.

Since its founding in 1922, the BBC has never been controlled by the government: it has always been independent of the government in terms of the content of its broadcasting, although the government still has the power to end its licence. Radio in the UK was further deregulated after 1973, when other stations received licences to broadcast nationwide. Nowadays, the market for broadcast radio in the UK is much more open than previously, but it is still regulated in a technical sense by OFCOM (the Office of Communications), which manages frequency band allocation and ensures quality and service standards. OFCOM is also committed to promoting competition, so in a sense the regulator is responsible for deregulation. With the rise of internet-based digital radio, regulators such as OFCOM are losing some control, so radio is becoming truly deregulated.

Useful web links

A report from OFCOM, the UK’s radio regulator, on the future of radio in terms of what they aim to promote through their regulations http://www.ofcom.org.uk/consult/condocs/futureradio07/statement/

Commissioning is the process where independent producers of content (such as radio documentaries) sell their work to broadcasters. Typically the broadcaster comes up with a list of ideas that it would like to see turned into programmes, and then selects the best proposals (focusing on creative ideas within a fixed budget) or bids (cost-based proposals, typically based on detailed requirements from the broadcaster) from those received from various production companies. Production companies may also be invited to pitch new ideas for programmes. Some broadcasters only accept proposals/bids/pitches from approved production companies, in order to manage quality and avoid being overloaded with ideas for programmes.

Useful web links
The BBC site on commissioning contains a wealth of information http://www.bbc.co.uk/commissioning/


Editorial meetings are held by radio and TV broadcasters to plan what to include in a particular programme. In the case of a news programme, there may be a meeting every day or several times a day, with different teams working shifts, to plan the news list (list of stories to be included in the programme). Debriefing meetings are held after an event (such as a broadcast) to analyse what went well and what didn’t, and to try to find ways of repeating the successes and avoiding the failures in future. They are also important for motivating staff, i.e. by congratulating them on good work, or reprimanding them for failures.
Useful web links

An insight into how editorial meetings work [http://www.bbc.co.uk/blogs/worldhaveyoursay/2006/10/how_the_morning_meeting_works.html](http://www.bbc.co.uk/blogs/worldhaveyoursay/2006/10/how_the_morning_meeting_works.html)

A **topic sentence** is the main sentence in a paragraph, which says what the paragraph is about. The other sentences in each paragraph provide detail and background information. The topic sentence is usually the first sentence, but could also come later in a paragraph.

**Vocabulary**

A **genre** /dʒəˈnɪər/ is a type or style, typically used to classify different types of music/art/film, etc.

**Easy-listening** refers to pleasant, relaxing music, for example pop music classics rather than the latest music fashions, which appeals to very wide audiences, typically consisting of middle-aged listeners.

A **slot** is a section in a radio or TV programme which has a time allocated to it in a schedule.

**Broadcast** can be a noun, for example a **radio broadcast**, or a verb to **broadcast**. As a verb, it is irregular: broadcast—broadcasted—broadcast. The past participle can be used as an adjective, for example the **broadcast programme** = the programme which has been broadcast.

The words **station**, **channel** and **programme** may cause confusion. Typically, there are **stations** on the radio, for example Radio 1, but **channels** on TV, for example BBC 1.

Each station or channel typically broadcasts many **programmes** each day, for example a documentary. In US English and in computing, the correct spelling is **program**, for example a **computer program**.

A **marketing ploy** is an unwelcome trick used by marketing people to get people to think about or buy a product, when the people are trying to do something else.

If something is **overhyped**, there is too much **hype** = marketing/media excitement about it, and people get sick of hearing about it.

If you **break a news story**, you are the first broadcaster to report on that story. The verb may be used with or without an object we **broke the news** / **the news broke**, and there is a common related adjective, **breaking news**, to refer to a story that is still happening while it is being reported.

A **scoop** is a story that one broadcaster (or newspaper, etc.) manages to get as an exclusive. This can often lead to a sharp rise in audience figures, as there is only one source of this information.
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

Go to page 47 for essential background information on the topic and useful web links.

Don't forget to explore the Extra activities for this unit

Refers to Student's Book pages

Composing magazine covers

Before you begin …
Discuss with the class why the skills of analysing and composing magazine covers might be useful to them.

Suggested answers

The language and layout of magazine covers are similar to many other types of media writing, for example other pages of magazines, newspapers, adverts, brochures, web-pages, billboards, etc. and students may need to produce such language in English. They may need to produce or work with magazine covers (or similar) in their own language but discuss them with colleagues in English.

1 a Students discuss the questions in pairs and then feed back to the class.

b Students discuss the magazines in pairs. Encourage them to think about not just which of the magazines they would buy, but also which they might browse through if they found the magazines while waiting for a dentist or hairdresser.

c Students complete the exercise individually and then check their answers in pairs.

Answers
Title: Glorious
Price: £3.75
Issue number: 8
Date: January 2009
Bar code: in the bottom right-hand corner
Coverline: There's never a dull moment!

d Students discuss the question in pairs.

e Students discuss the questions in pairs.

Answers
1 House Beautiful, Beautiful Britain, Simply Knitting, What Car?, PS3
2 Vogue, Cosmopolitan, Esquire, Glamour
3 GQ, FHM, T3
Extension activity: target readers

Students discuss in small groups their ideas about the target readers of each magazine, and what types of article they would expect each magazine to include. As a homework task, ask students to visit the websites of some of the magazines to check their predictions and later to report back to the class what they have learnt about the magazines.

Before you begin …

Find some coverlines from this month’s editions of a wide range of magazines.

A large selection of current covers
http://www.myfavouritemagazines.co.uk/

Print and cut out the coverlines and the magazine titles. Students work in groups to match the coverlines to the titles. Discuss with the class the meanings of the coverlines, and ask about any language techniques they use.

2  a Students work individually to complete the exercise. Check students’ understanding of 
funky = cool in an unusual way; prince charming = handsome, heroic and sophisticated man; shape up = get fit; show off = show others how good you are at something; bikini ready = ready to wear a bikini.

Answers
1 a or b 5 e
2 a 6 a or b
3 c 7 a or b
4 a or d 8 a

b Students discuss the questions in pairs.

c Students work individually to match the questions and answers. When you check the answers, elicit examples of each feature from the examples in Exercise 2a.

Answers
1 c 2 a 3 b 4 e 5 d

d Students work individually to complete the exercise and then check their answers in pairs.

Answers
1 font style, capitalisation, colour
2 font style, colour
3 font style, question, imperative, underlining
4 quotation
5 font style, colour
6 colour

3  a Students listen and answer the question.
► 31 page 94

Answer
A women’s magazine

b Discuss the questions as a class.

Answers
1 a 2 b
C  Students discuss the coverlines in pairs. Avoid checking the answers until after 3d.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 rhyming</td>
</tr>
<tr>
<td>2 alliteration</td>
</tr>
<tr>
<td>3 alliteration</td>
</tr>
<tr>
<td>4 rhyming and alliteration</td>
</tr>
<tr>
<td>5 alliteration</td>
</tr>
<tr>
<td>6 rhyming</td>
</tr>
<tr>
<td>7 alliteration</td>
</tr>
</tbody>
</table>

D Students listen and check their answers and then practise in pairs.

12 page 94

Extension activity: pronunciation

Students find more examples of the pronunciation features in the coverlines in Exercises 2a and 2d. You could also provide some authentic coverlines from this month’s magazines for students to find more examples.

E Students work in pairs to write the coverlines. Avoid giving the answers at this stage, as students’ ideas may be better than the original versions. Collect examples on the board.

<table>
<thead>
<tr>
<th>Suggested answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Jen and Paul. It’s getting serious! “She’s fantastic!” he says</td>
</tr>
<tr>
<td>3 Stunning garden makeover! (It’s easier than you think!)</td>
</tr>
<tr>
<td>4 The hottest new diet − lose ten kilos in two months!</td>
</tr>
<tr>
<td>5 Get fit and quit – how exercise can help you give up nicotine</td>
</tr>
<tr>
<td>6 This year’s coolest new cars</td>
</tr>
<tr>
<td>7 The greatest guitar tracks ever!</td>
</tr>
</tbody>
</table>

F Discuss the suggested answers as a class.

Extension activity: simulation part 1

This simulation should be a light-hearted chance for some informal speaking as well as practice of the language of coverlines. In small groups, students hold a meeting to plan a magazine cover. They should choose one of the magazine titles from Exercise 1e and imagine they are designing a rival magazine competing for the same target market. Students should spend most of the meeting planning coverlines (which may be funny), but could also plan a slogan and think about visuals and layout. As a follow-up, they should produce their magazine cover, for example using MS Word or MS Publisher. Collect the covers for a wall display or post them on a class website.
Planning the contents of a magazine

Before you begin …
Discuss with the class how a magazine’s contents are planned, i.e. how soon before publication, who decides, is there a difference between regular columns and one-off articles, etc.

4  a  Students work in pairs to make a list of contents. Collect the ideas on the board.

Suggested answers
Celebrity news and interviews, romance, fashion, beauty, health, food, money, work and careers, reviews, horoscopes, homes and interior design, shopping, true life, personal problems

b  Students listen and identify the ideas mentioned.
33 page 94

Answers
Food, fashion, true-life stories, romance

c  Students listen again and answer the questions.
33 page 94

Answers
1  New designers in Rio
2  Vegetarian food
3  Because she has to leave suddenly to take an urgent call
4  Beach destinations in Rio
5  Commissioning articles, April 21st; copy, May 19th; artwork, May 30th
6  Thursday at 10 am

d  Students work individually to complete the exercise and then check their answers in pairs.

Answers
According to the fashion editor, who are going to be big names in the future?
Why does the editor in chief say “I’ll hand you over to Richard.”?
What is Grace going to do a short piece about?
When are the deadlines for commissioning articles, copy and artwork?
When are the members of the editorial team meeting to make the final decision on contents for the July issue?
1  To express a spontaneous decision about the future: will
2  To talk about a plan for the future made before the moment of speaking: be going to
3  To talk about a fixed future arrangement: present continuous (are meeting)
4  To talk about a future schedule: present simple (are)
5  To make a prediction about the future: be going to (will can also be used for future predictions)
Language note

Will has several functions, most of which refer to the future. Two of the most important are spontaneous decisions, i.e. those made at the moment of speaking I'll hand you over to Richard, and subjective predictions, i.e. those based on the speaker's opinion Our readers won't be interested in that topic. 

Going to has two functions parallel to those of will. It can refer to plans, i.e. talking about decisions made before the moment of speaking Grace is going to do a round-up of beach destinations, and more objective predictions, i.e. those based on some evidence other than the speaker's opinion There are lots of designers there who I think are going to be really big names. 

The present continuous, when used with a time marker such as next week, is also used to refer to the future arrangements, for example We're meeting here on Thursday at 10. The difference between plans (with going to) and arrangements (with present continuous) is that plans can exist only in the speaker's head, while arrangements involve other people. Plans are easy to change; arrangements usually can't be changed without messing other people around. 

The present simple is used for future events which are considered fixed and unchangeable, for example Publication for the July issue is June 14th. Very often it is possible to choose from several future structures, each of which is correct. There are times when it is important to be clear whether, for example, a prediction is based on one's opinion or on objective evidence, but there are also times when such a distinction isn't important.

e Students discuss the sentences in pairs.

Answers
1 Beauty editor
2 Could be all of them, but probably the picture editor
3 Deputy editor
4 All of them
5 Fashion editor or deputy editor

f Students discuss the future structures in pairs and then feed back to the class.

Answers
1 will, spontaneous decision about the future
2 present continuous, fixed future arrangement
3 be going to, plan for the future made before the moment of speaking
4 be going to, prediction about the future
5 present simple, future schedule

Extension activity: future forms

Ask students what other future forms would be possible for each of the five sentences and what effect this would have on their meaning.
Suggested answers

1. *I'm going to look into* … suggests the speaker has already decided, rather than making a suggestion. This may create a bad impression in a meeting, especially if said by a junior member of the team.

*I'm looking into* … suggests this is in progress at or around the moment of speaking.

2. *I'll meet Peter tomorrow* … spontaneous decision – this suggests that Peter has not yet been contacted.

*I'm going to meet Peter tomorrow* … plan – Peter may or may not have been contacted, but there is no time or place scheduled for the meeting.

*I meet Peter tomorrow* … suggests a regular weekly meeting which cannot be changed, rather unnatural.

3. *We won't include the story* … spontaneous decision – suggests the speaker has authority to decide what to include.

*We're not including the story* … arrangement – suggests a firm decision has been taken and is unlikely to be reversed.

4. *There's no way I'll meet* … subjective prediction – suggests this failure is the speaker's fault, and not a result of external factors.

5. *What time will the Armani shoot be?* asks for a prediction – suggests the shoot could happen at any time.

*What time is the Armani shoot going to be?* asks for an objective prediction but also suggests shoot could happen at any time.

g Students work individually to complete the excerpts and then check their answers in pairs.

Answers

1. *'m interviewing*
2. *'s*
3. *'ll proofread*
4. *'m going to be paid*

h Students listen and check their answers. Discuss any other possible answers, and how the meaning of the excerpts might change with a different future form.

Answers

Making and justifying a proposal

I’d like to propose a piece on … , as …
It might be expensive, but …

Making objections

I don’t know.

Dealing with objections

That’s not a problem.

Extension activity: test the phrases

Ask students to close their books. Test them on the phrases by reading the first half of some of the phrases, for example *I’d like to propose … I want to do … It sounds …* They then test each other in pairs. You could also elicit more useful phrases for each of the functions for students to add to their books.

b Students work individually to plan their ideas.

c Students role play the meeting in groups of three. Encourage them to use the language from Exercise 5a.
**d** Students listen and discuss the answers as a class.

Answers
1 c  2 a  3 b  4 c

**e** Students listen again and complete the table.

Answers
Let’s get back to the point.

Handing over
I’ll hand you over to Richard.

Summing up
Let’s go over what we’ve decided so far.
Have I covered everything?

---

**Extension activity: Unit 3 extra activity**
Make enough copies of the worksheet for students in teams of three or four. Cut up the worksheet into strips, and explain the task (see instructions on worksheet). The teams work together to delete the 15 extra words. The first team to complete the exercise is the winner.

---

**Extension activity: simulation part 2**
Students should choose one or two of their ideas from Exercises 5c or 5f and use these to write stories for their magazine. They should pay attention to the layout and visual impact of their stories as well as their content. When the stories are finished, collect them in a wall display or post them on a class website.

---

**Giving instructions for a photo shoot**

*Before you begin …*
Discuss with the class what sort of information an editor would need to pass on to a photographer in preparation for a photo shoot.

Suggested answers
The location; the date of the shoot; the deadline for the photos; the purpose of the shoot; the desired effect/mood/style of the photos; practical details, for example, clothes to be worn, designers to be contacted, hair and make-up requirements; the fee; etc.
6 a Students discuss the questions in pairs and then feed back to the class.

Suggested answers
1 Obviously this will depend on the type of magazine, but for example fashion magazines, the photographs are an essential part of the magazine’s image.
2 Yes. Some magazines use mainly stock photos from photo libraries, while others commission their own from professional photographers. The latter option is obviously considerably more expensive.
3 For example, do an internet search for photo library.
4 Typically they contact photographers they have worked with before (by phone or email), or they may contact other photographers based on recommendations. They may also use databases of freelance photographers.

http://www.thebfp.com/

b Students work individually to answer the questions and then explain their answers in pairs.

Answers
1 Yes. They both refer to the possibility of work on the photo shoot in Rio, and Charlotte asks the photographer to contact her for more information if he is interested in the job.
2 Email B is more informal. Email A has a more formal salutation and ending; it is written using we not I (we referring to companies, rather than I which refers to individual people); it uses conditional forms; it does not contain any chatty small talk, abbreviations or other informal language.

Extension activity: vocabulary quiz
Divide the class into teams. Teams take turns to choose a number from 1 to 15. Ask the team the question for that number, and give them five seconds to answer. The answers are given below in brackets. If they answer correctly, give the team a point. The next team may choose the same question number, if it was answered incorrectly, or a different one. The team with the most points at the end is the winner. At the end ask about the main differences between the two emails. There will be more analysis in Exercise 6e.

Quiz questions
1 How many times does email A use the words I or me? (0)
2 How many times does email B use the words I or me? (8)
3 How many direct questions (i.e. questions with question marks) are there in email A? (0)
4 How many direct questions are there in email B? (3)
5 In email B, two words have been omitted from the second sentence. What are they and what impression does this create? (Are you working hard? The words are omitted to create the feeling of an informal spoken conversation.)
6 Who does we refer to in email A? (Charlotte and her colleagues)
7 Who does we refer to in email B? (Charlotte, Steve and perhaps some of their colleagues)
8 What phrasal verb in email B means the same as provisionally scheduled from email A? (Pencilled in)
9 Email B used the abbreviation ASAP. What does it stand for, and what more formal word in email A means the same? (As soon as possible, immediately)
11 How many sentences are there in the main body of email A? (4)
12 How many sentences are there in the main body of email B? (9)
13 What preposition in email B means about or in connection with? (Re. This is also used in formal English at the beginning of a subject line.)
14 How many contractions, for example it’s, are used in email A? (0)
15 How many contractions are used in email B? (5)
c Students work individually to complete the sentences and then check their answers in pairs.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Always</td>
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<tr>
<td>4</td>
<td>Always</td>
</tr>
<tr>
<td>5</td>
<td>Never</td>
</tr>
<tr>
<td>6</td>
<td>Always</td>
</tr>
</tbody>
</table>

d Students discuss the questions in pairs and then feed back to the class.

**Answer**

Both the emails follow the rules.

e Students discuss the features in pairs and then feed back to the class. Ask for examples of each feature from the emails.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Informal (e.g. I’m, I’ve, I’ll)</td>
</tr>
<tr>
<td>3</td>
<td>Formal</td>
</tr>
<tr>
<td>4</td>
<td>Informal (e.g. Working hard? instead of Are you working hard?)</td>
</tr>
<tr>
<td>5</td>
<td>Informal (e.g. ASAP, re)</td>
</tr>
</tbody>
</table>

7 a Students discuss the questions in pairs.

b Students listen and answer the question.

**Answers**

The first message is more formal. She uses her full name, including surname, and makes a polite request using *could*. She also finishes the message by saying *thank you*. In the second message, she only uses her first name, uses an imperative to make a request (*give me a ring*), and ends the call with the more informal sign-off *speak to you soon*.

c Students listen again and complete the extracts.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b get back to you  c This is  d ring me back on</td>
</tr>
<tr>
<td>2</td>
<td>a Leave me a message  b It’s  c ring</td>
</tr>
</tbody>
</table>

**Extension activity: test your partner**

Students test each other on the useful phrases from the extracts. One student keeps his/her book open and reads every second word from the extracts. After each word, the other student, who has a closed book, tries to provide the next word. Students could try the activity again, with both students having closed books.

d Students work individually to write the messages.

e Students practise leaving messages in pairs.

8 a Students read the extract and then discuss the question in pairs.
b Students work individually to complete the definitions and then check their answers in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fee</td>
</tr>
<tr>
<td>2 Timescale</td>
</tr>
<tr>
<td>3 Context</td>
</tr>
</tbody>
</table>

Extension activity: vocabulary quiz

Divide the class into teams. Teams take turns to choose a number from 1 to 10. Ask the team the question for that number, and give them five seconds to answer. The answers are given below in brackets. If they answer correctly, give the team a point. The next team may choose the same question number, if it was answered incorrectly, or a different one. The questions are in the same order as their answers appear in the text. The team with the most points at the end is the winner.

Quiz questions
1 What adjective describes sophisticated magazines, named after the high-quality paper used to print them? (Glossy)
2 What noun refers to the atmosphere, character or style of something? (A feel)
3 What noun refers to a series of pages in a magazine containing photos of people modelling clothes? (A fashion spread)
4 What verb literally suggests catching an animal and putting it in a cage, but is used to mean catching the emotions of a situation and putting them in photos? (To capture)
5 What adjective–noun combination refers to a group of people who think or work differently from earlier groups? (A new breed)
6 What verb means to start to appear on the scene? (To emerge)
7 What phrasal verb means to use or take advantage of something? (To draw on something)
8 What verb means to draw attention to something for all to see? (To showcase something)
9 What adjective means lively and exciting? (Vibrant)
10 What adjective means full of movement? (Dynamic)

C Students work individually to complete the exercise and then check their answers in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a</td>
</tr>
<tr>
<td>3 b</td>
</tr>
</tbody>
</table>

d Students plan their writing in class with a partner and complete it as a homework activity. Encourage them to use the analysis from Exercise 8c to help them structure their briefs.

Extension activity: simulation part 3

Students hold a meeting in small groups to plan a fashion photo shoot in their university/language school/office/city, etc. Using the brief in Exercise 8a as ideas, the aim of the shoot is to showcase new designers and should draw on the beauty of the locations. After the meeting, the students should conduct their photo shoots, using each other as models (there is no need to use real designer clothes), and then use their photos to create their own magazine fashion spreads. It is vital that the photos contain captions in English describing what they show, so provide some authentic examples of captions from real magazines or the internet for them to use as inspiration. [http://www.sofeminine.co.uk/m/fashion/fashion-photos.html](http://www.sofeminine.co.uk/m/fashion/fashion-photos.html) [http://fashion.elle.com/blog/street_chic/](http://fashion.elle.com/blog/street_chic/)

Collect the fashion spreads on a wall display or post them on a class website.
Planning and writing a true-life story

Before you begin …
Discuss with the class what sort of true-life stories appear in magazines. Ask for some examples they have read.

Suggested answers
True-life stories involve normal people coping with unusual situations, typically tragedies (illnesses, death of loved ones, accidents, crimes, addictions, severe poverty, etc.). A common theme is love and relationships, for example cheating partners, finding true love in an unexpected place, etc. They may also involve life-changing events, for example moving abroad, winning a lottery, coincidences etc.

9 a Students discuss the questions in pairs and then feed back to the class.

Suggested answer
1 True stories appear in many different types of magazine but tend to be more common in women's magazines or magazines aimed at the mass market (TV magazines, celebrity magazines, etc.).

b Discuss the questions as a class.

Answers
1 c 2 b 3 d 4 a
Note: This is not a fixed rule and can be quite fluid. For example, there might be more than one setting, and the moral can recur throughout the text. However, it provides a basic structure.

c Students work individually to complete the exercise and then check their answers in pairs.

Answers
1 c, d, f 2 a 3 e 4 b

Extension activity: true-life stories
Print some true-life stories from the internet http://womansday.ninemsn.com.au/true-confessions/ or real magazines, and distribute them so that each group has a different story. Students work in small groups to decide whether their stories follow the same structure as the one given on page 38, and make notes under each of the headings. They then use their notes to tell their stories in their own words to the other groups.

Note
The stories at the Woman's Day website are incomplete (to encourage people to buy the magazine to find out how they end), so it may be impossible to make notes for some of the headings. You could use this to inspire a nice follow-up exercise: when all students are familiar with the beginnings of the stories, students work in the same small groups to write a continuation of their story. After about two minutes, they should pass their story on to another group, who should write more of the continuation. After about four rounds, tell students to bring their stories to a close with a solution and moral. Students read their stories aloud to the class, who decide which is the best/funniest/most inspiring, etc.
Students work individually to make notes for their stories. They may discuss their notes with a partner if they need inspiration. Avoid discussing students' stories at this stage, as they will have a chance to write them properly later.

**Before you begin …**

Check students' understanding of *lightning strikes twice* and *to weather the storm*.

**Answers**

A person being struck by lightning is considered to be an extremely rare and unlucky event, so being struck twice in one’s lifetime is seen as almost unbelievably unlucky. The idea of lightning striking twice is used metaphorically to describe repeated bad luck, for example *lightning never strikes twice*, or *lightning really does strike twice*.

The idiom *to weather the storm* comes from sailing, and it means to survive dangerous sailing conditions. Metaphorically, it means coping with a potentially dangerous or difficult situation.

10 a Students read the articles to check their predictions and then discuss how it differed from their expectations in pairs.

**Extension activity: vocabulary**

While students are reading, write the following items on the board: awful, appointment, tears, panic, transplant, 39, donor, liver, operating room, begging, fainted, failure, brutally honest, honeymooned, like a maniac, split up, weather any storm. Students then close their books to retell the story to a partner, using the words on the board (in the same order) to help them remember the details. Check students’ understanding by asking how each word relates to the story.

b Students work individually to complete the sentences and then check their answers in pairs.

**Answers**

1 Ann Storm *felt* nervous at work.
2 Matt *was waiting* for her, his eyes full of tears.
3 Matt *managed* to say, “I need a liver transplant.”
4 A donor liver *became* available.
5 Tests showed Ann *had suffered* liver failure.
6 Now it *was* Ann’s turn to wait for a donor liver.
7 The operation *finished* at seven the next morning. She *left* the hospital after ten days.
8 Ann *puts* on her coat, and Matt *puts* his arm around her.

c Students work in pairs to complete the table and then feed back to the class. You may need to focus on the form of the tenses, for example past continuous: was/ were + verb + ing; past perfect: had + past participle.

**Answers**

Past simple: sentences 1, 3, 7
Past continuous: sentence 2
Past perfect: sentence 5

d Students work individually to complete the excerpts and then check their answers in pairs. Discuss the answers as a class, making sure students know why their own ideas might be wrong. NB For some spaces, more than one tense would be correct, for example *he begged* = he did it once; *he was begging* = he did it repeatedly, in which case ask why one of those tenses has been chosen.
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 had 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.

Extension activity: tenses practice

If you feel your students need more practice with these tenses, you can make your own exercises very easily by taking a true-life story from the internet (see the extension activity after Exercise 9c) replacing the verbs with gaps (as in Exercise 10d). Students work alone or in pairs to complete the extracts. You will need to make sure you can explain the answers to the class, but encourage students to try to explain the answers as well.

Students work individually to complete the excerpts. Avoid giving the answers until after Exercise 10f.

Answers
2 say 5 explains
3 responded 6 adds
4 told

Students check their answers and then feed back to the class.

Students work in pairs to find more reporting verbs and then feed back to the class.

Answers
Remember, wonder

Students work individually to complete the statements and then check their answers in pairs.

Answers
1 can/cannot
2 Tell/Say
3 Tell/Say

Students work individually to correct the phrases and then check their answers in pairs.

Answers
1 added/explained 3 told
2 said/explained 4 said/explained

Students work individually to write and proofread their stories. This can be done in class or as a homework activity.
b Students work in small groups to read and analyse the stories.

**Extension activity: simulation part 4**

Students meet to decide which of their stories (from simulation part 2 and Exercise 11a) and features (fashion spreads from simulation part 3) to include in an actual magazine. They may also use the covers they designed in simulation part 1, although these will need to be adapted to take account of the contents they choose. Students assemble and print their magazines, which can later be displayed in the classroom or posted on a class website.
The distinction between newspapers and magazines is not that clear-cut. Newspapers tend to be published daily or weekly, concentrate on news and be printed on cheaper paper (called newsprint), while magazines are often published monthly or bi-monthly, have a much wider range of focuses, and are printed on more expensive or glossy paper. But there are magazines which look like newspapers and newspapers which look like magazines (most famously The Economist newspaper, which looks similar to and competes with magazines such as Newsweek and Time).

The language of coverlines, i.e. the magazine equivalent of front-page headlines, and slogans, i.e. a short phrase which sums up the purpose or image of the brand, like the language of headlines in Unit 1, is used to illustrate language devices used throughout the worlds of media and marketing to grab people’s attention and make messages more memorable.

The section on coverlines mentions two important language techniques, rhyming, for example fun – sun, and alliteration, for example fashion finds. A related technique is assonance, which is the repetition of the same or similar vowel or consonant sounds within words, for example Cheap and easy treats; Festival essentials; Fresher fashions. Other features of the coverlines on the magazines on page 30 of the Student’s book include: verbs in the imperative (Get your posture right); comparative and superlative adjectives (Proof that 4X4s can be greener, too; Full details of the safest Volvo ever); cultural references, for example Get money for nothing and your tech for free – a reference to a song by Dire Straits; exaggerated statements, for example Cars that’ll change the way you buy; Festival essentials; and exclamation marks, for example Free!

The editorial team of a magazine can be very small, consisting of an editor and a few in-house and freelance journalists, or in larger magazines it may consist of several section editors, for example fashion editor, features editor, each of whom manages his/her own team, and an editor-in-chief.

Magazines and newspapers make use of photo libraries for stock photos, i.e. those they do not commission themselves. These are typically sortable online collections of photos, which may be royalty-free or rights-managed. Note that royalty-free photos are not free to use (unlike photos in the public domain), but rather a publisher pays a one-off fee to buy the right to use an image many times (for example, in 1,000 copies of a magazine and 50 billboards). No one can buy an exclusive right to use royalty-free photos. If a publisher wants exclusive rights, they have to use rights-managed photos, which tend to be more expensive, but which allow larger print runs. Very often, a low-resolution copy of the photo is available to look at, but the high-resolution image must be bought.

Useful web links
Some online photo libraries
http://www.alamy.com/
http://www.ukphotolibrary.com/
Useful information on stock photos

Vocabulary
Copy is the general name for the written content of a publication such as a magazine, brochure, etc., and contrasts with artwork, graphics, etc. In magazines and newspapers, the term is especially used to refer to body copy, i.e. the main text of an article, excluding headlines, photo captions, etc. (which are written by copy editors or sub-editors).

A shoot is an event staged in order to take photos. It comes from the verb to shoot (= take) photos.

A glossy magazine is one printed on high-quality paper, and which aims to create a sophisticated image.
Understanding the pre-production process

Before you begin …

Build a word web on the board using these and the students’ own ideas (starting in the middle and working outwards). Many more arrows are possible, and the word web may be expanded to include other words such as verbs, for example to take part in something, to present, to star in something, to play the part of somebody, to read the news, to interview somebody, to narrate a documentary, etc.
Students discuss the questions in pairs and then feed back to the class.

Answers

3 The director of news and current affairs is responsible for the gathering and production of national daily news, as well as business, political and current affairs programmes. The director of news reports to the director-general and the deputy director-general.

The editor is the artistic force behind a series in TV and radio. S/he is responsible for the programme and the team, appoints and/or supervises staff, decides who does what on the programme, gives them advice and supervises them on their work, and gives feedback on their performance. Finally, s/he may change the agenda and tone of a programme. (Note that the output editor is usually responsible for one edition of a programme.)

A social affairs correspondent reports news on social affairs, for example health, drugs, population, migration, and labour and employment.

A reporter is a person who collects and reports news for a TV station.

A researcher is the person in charge of finding out facts and information about a given subject.

4 Both newspaper journalists and TV journalists collect and write news stories, for newspapers and television respectively. However, whereas the TV journalist can count on the images being shown as well as a comment being broadcast, the paper journalist has to describe things in detail to make readers visualise what’s happening (although the article may also include visuals such as photos or illustrations).

---

Students listen and answer the question.

Answers

Terrorism, trafficking, First Minister’s Questions in the Scottish Parliament and floods in Bangladesh

---

Students listen again and mark the statements True (T) or False (F).

Answers

1 T
2 F – s/he is in Bangladesh
3 F – the building was in Birmingham
4 T
5 T
6 F – at 2.30

---

Students work individually to complete the exercise and then check their answers in pairs.

Answers

2 d 3 e 4 a 5 g 6 c 7 b

---

Extension activity: test your partner

Students test each other on the vocabulary by reading a definition to elicit the word or phrase from their partner.
Extension activity 2: Unit 4 extra activity

Students work in teams to solve the anagrams in part A. The first team to finish is the winner. Play the recording again for students to check their answers. For part B, students work in pairs to put the extracts into categories. Later in this unit (during role plays and simulations), encourage students to use these expressions.

---

e Check students’ understanding of to collocate with, using question 1 as an example. Students work in pairs to circle the words. When you go through the answers, check students understand all the collocations.

**Answers**

2 b  3 a  4 c  5 b  6 c  7 c  8 a

---

**Language note**

Many of the circled words may actually be used in combination with the words in bold, but these collocations feel much less natural than the correct collocations. For example, the combination live camera (8a) does actually appear a lot on the internet (a search on Google produces over 1½ million results), but this is mainly because camera is a common word (and also because many websites have talk about webcams, much more so than other genres of English such as spoken conversations). The combination live camera accounts for less than 0.3% of all mentions of camera on the internet. The collocation live coverage (8b), on the other hand, is only slightly more popular (1.9 million results), but accounts for almost 1% of all mentions of coverage on the internet, and therefore feels much stronger as a collocation.

---

Extension activity: test your partner

Students test each other on the vocabulary by reading one of the words in bold to elicit the collocation from their partner.

2 a Students discuss the questions in pairs and then feed back to the class. For question 3, if students have never worked in a production team, get them to imagine what people in such teams do.

**Answers**

1 People who are in the production team: editor, reporter, camera operator, researcher
2 It puts together a documentary film, TV show, etc.

b Students listen and tick the points discussed. As a follow-up, students try to remember in pairs exactly what was said about each topic.

**Answers**

Research, interviews, filming

---

c Students listen again and complete the extracts. When you go through the answers with the class, elicit the meaning of each of the gapped words (see Language note).

**Answers**

2 primary  5 talking heads
3 archives  6 viewpoint
4 brief
d Students work individually to complete the table and then check their answers in pairs.
Not all the cells in the table can be filled. You may need to check the difference between possibility and ability using examples: You can/may leave = possibility (or permission); It may/might/could rain = possibility (or probability); I can swim = ability.

Answers
Possibility
could
Ability
can
Giving advice/recommendation
should
had better
Necessary
must
have to
need to
Not necessary
don’t have to

Students work individually to correct the mistakes and then check their answers in pairs. When you go through the answers with the class, ask why they are incorrect.

Answers
2 must to
3 has had better
4 need needs to
5 might to

Language note
The mistakes in Exercise 2e are all connected with the form of modal verbs and semi-modals.
English has eight true modal verbs (can, could, may, might, shall, should, will, would), which share the following four characteristics:
They form negatives with n’t (or not), rather than don’t, doesn’t … etc. I can / I can’t
There is no 3rd person s: I can / he can.
There is simple inversion of subject and verb for questions: I can / Can I?
They are followed by a verb in the infinitive without to: I can swim.
Semi-modals (ought, had better, need, have to, etc.) have a meaning similar to true modals, but do not share all the characteristics:
Ought is followed by to, although this may be omitted in negatives and questions (Ought I go?).
Had better is much more common in spoken language we’d better hurry.
Need is usually followed by an infinitive with to, except in some idiomatic expressions (I needn’t have bothered, Need I ask? etc.).
Have to acts as a normal verb, and has none of the four characteristics of modals listed above.

f Students role play the meeting in groups of up to six. Encourage them to use the language from Exercise 2d
Extension activity: simulation part 1

In the same groups as Exercise 2f, students record the news broadcast they discussed. The broadcasts should last around five minutes. If you do not have access to video recording equipment, the recording may be done using audio recorders only, or the students could simply perform their broadcast live to the class.

Organising a filming schedule

Before you begin …

Discuss with the class what they know about human trafficking. (See background information on page 58.)

3 a Students discuss the questions in pairs and then feed back to the class.

Answers

2 The editor is responsible for a programme or series as a whole. S/he takes care of organising a series of ‘recces’ (reconnoitres – that is, obtaining information about the shooting location). S/he also keeps a close eye on programme budgets to make sure that there is no overspending.

The production manager makes sure the equipment is working, looks into the availability of health services for the crew and other facilities (for example, a changing room, etc.).

3 Exact numbers vary, but at least the editor, reporter, camera crew and fixer.

4 It is a key element during the production phase. If all the relevant information concerning the schedule is gathered together, it makes it easier for the crew members to keep in contact with each other and with the production staff back home.

b Students work individually to answer the questions and then check their answers in pairs.

Answers

1 Seven days

2 At various locations in Lindovia

3 A girl who is suing her traffickers, victims of trafficking, a psychologist, representatives from the Men Alone organisation and the International Organisation for Migration (IOM).

Note

Because human trafficking is an extremely sensitive issue, the name of the country has been changed to Lindovia. Although Lindovia does not really exist, the situation described in this unit is based very closely on an authentic documentary on the same subject in a real country.

c Students discuss the questions in pairs and then feed back to the class.

Answers

1 Probably a researcher for SBC

2 Crew on location

3 Factual, informative

4 Infinitive without to
d Students work individually to complete the definitions and then check their answers in pairs.

Answers
2 PTC  5 IV
3 TX date  6 GVs
4 R/V  7 SCU

e Students work individually to complete the definitions and then check their answers in pairs.

Answers
2 release forms  
3 digital MP3 recorder  
4 daily rates  
5 digibeta  
6 tape stock  
7 sequences  
8 carnets

Extension activity: test your partner
Students test each other on the vocabulary by reading a definition from Exercises 3d or 3e to elicit the abbreviation or term from the filming schedule, then read an abbreviation or term to elicit a definition.

f Students listen and identify the topics.

Answers
1 release forms  3 carnets
2 daily rates  4 tape stock

Extension activity: mini-dialogues
Students choose one or two more of the abbreviations and terms from Exercises 3d and 3e and, in pairs, write mini-dialogues between Donna and Penny, following the examples from Exercise 3f. They can perform their dialogues to the class who have to work out what abbreviation or term the dialogue was about.

g Students work individually to complete the schedule table and then check their answers in pairs.

Answers
1 R/V  5 R/V/IV
2 Get  6 R/V/IV
3 R/V/IV  7 Travel
4 Film

h Students discuss their documentaries in small groups. Allow plenty of time for the discussion.

i Students plan their writing in class individually or with a partner, and complete it as a homework activity.
Extension activity: simulation part 2

Using their ideas for documentaries from Exercises 3h and 3i, students work in the same groups to produce part of their documentaries. Ideally they should use a digital video camera to record their documentaries, and edit their interviews digitally, but you may also use an audio recorder or get students to perform their documentaries live later. This part of the documentary should focus on interviews with witnesses, representatives of organisations, etc. (played by the students). There will be a chance for some location filming in part 3 of the simulation.

Filming on location

Before you begin …

Students discuss the technical differences between filming in a studio and on location in pairs and then feed back to the class. Collect their ideas on the board.

Suggested answers

When filming on location, you have access to less equipment than in a studio, often only equipment that can be carried by the crew. It is necessary to find a source of electricity, or else use batteries/generators. Sound and light quality are less predictable and harder to manage on location. Members of the public may interfere with filming, for example by trying to get into a shot. The weather may add more complications, for example the need to keep equipment dry, presenters warm and wind noise minimised.

4 a Students discuss the questions in pairs and then feed back to the class.

b Students listen and tick the points discussed.

4.4 page 95

Answers

The sequence of shots taken
The border guards’ change of attitude
The place where Neil is going to read his script

c Students work individually to complete the definitions and then check their answers in pairs.

Answers

2 pan 6 POV
3 tracking shot 7 pull focus
4 walkie-talkie 8 personal mic
5 tilt

d Students test each other by drawing or miming.

Extension activity: miming

If students enjoy Exercise 4d, you could expand it into a team game played with the whole class. Write some words and phrases from this unit on slips of paper. Players have one minute to mime or draw their word or phrase to their team. If the team guess correctly, they get a point. If they fail after a minute, the other team has a chance to guess for a bonus point. At the end, the team with the most points is the winner.
5 a Students listen again and tick the phrases they hear. 

Answers

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.

Asking for and making suggestions
… I think we should get down to the PTC now.
I think it’d be good to have you doing a walkie-talkie.
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?

b Students work in pairs to discuss how to improve their English. As they discuss, they should mark + next to any phrases they use. The first student in each pair to use all the phrases is the winner. As a follow-up, ask the class for some of their ideas and discuss their pros and cons. Encourage students to try some of the techniques discussed.

c Students role play the meeting in groups of four. There can be some groups of two or three, with an editor and one or two other roles.

Extension activity: simulation part 3
Students plan and produce more scenes from their documentary, this time focusing on on-location filming. The location could be close to the location of your lessons. Students should try to use a wide range of the filming techniques mentioned in Exercise 4c. It is essential that the film is accompanied by a voice-over script in English, as this will provide good language practice. If you do not have video recording equipment, students can have the preparation meeting and then write the voice-over script, which they can then perform live for the class.

Editing a TV documentary

Before you begin …
Discuss with the class what they know about the technical side of editing, for example equipment and software they are aware of or have used, and the practical and creative skills involved.

6 a Students discuss the questions in pairs and then feed back to the class.

Answers

Generally speaking, the output editor is responsible for one edition of a programme; the editor is responsible for the whole programme or series over a longer period of time.

b Students read the email and answer the questions.

Answers

1 Because she is going to arrive late at the editing studio.
2 Diana is the output editor.
3 She may be slightly worried that Donna — who, as editor, is in charge of deciding what should be included in the documentary — won’t be there at the start of the editing process. She may also be worried that a different reporter, Sylvana Calpepper, is going to have to do the voice recording because the reporter who was on the shoot, Neil, is ill. However, Donna’s email is very apologetic and clearly lays out what she needs to do.
Extension activity: gapped dictation

While students are reading the email in Exercise 6b, write the following words and phrases on the board: also, although, anyway, because, but, by the way, if, on, regarding, so, then, though, until, when. Ask students to close their books and write numbers 1 to 10 on some paper. Read the numbers and sentences out loud, including the word BLANK. Also say comma when a sentence includes a comma.

When students hear a blank, they should choose one word/phrase from the board and write it against the correct sentence number. Some sentences have two or three blanks, in which case they should write more than one word/phrase against that sentence number. Point out that each word/phrase on the board is used once only. Do not rush the exercise, and allow students to ask you to repeat sentences, as it is rather challenging. At the end, students check each other’s answers using the email in Exercise 6b. The student with the most correct answers is the winner. Follow up by checking for any problems and confusion.

Sentences
1 Can you get on with editing the people-trafficking programme BLANK I arrive.  
2 Start with the tracking shots and BLANK move on to the interviews.  
3 It would be nice to intercut them with some sequences we shot BLANK leaving the border.  
4 There are some cuts, BLANK, which we’ll have a look at together BLANK I arrive.  
5 BLANK, I like your idea of the reconstruction.  
6 BLANK the atmosphere, we’ll use some sound effects but BLANK drones.  
7 I’ve already got the CD, BLANK we won’t have to pay for music.  
8 Neil can’t make it BLANK he’s ill, BLANK he said he’d try and join us later BLANK he’s feeling better.  
9 BLANK, tell Sylvana she can start first.  
10 Sorry to leave you on your own with all this stuff, BLANK as you know, the schedule is really tight.

Answers
1 until 2 then 3 on 4 though; when 5 By the way 6 Regarding; also 7 so 8 because; although; if 9 Anyway 10 but

C Students work individually to complete the definitions and then check their answers in pairs. Several other difficult or useful words from the email are explained later, in Exercise 7b.

Answers
2 lay down  
3 royalty-free compilation CD  
4 EDL  
5 intercut  
6 shot list

D Discuss the questions as a class. What sort of business relationship does Donna have with Diana?

Answers
Donna is senior to Diana, and has authority to tell Diana what to do, but still treats her with respect and in a friendly and relaxed style.

Answers
1 can  
2 the imperative  
3 friendly
7  a  Students listen and answer the questions.
   ►45 pages 95 and 96

   **Answers**
   a  Yes, she is.
   b  Because he has a work commitment in Liverpool.

b  Students work individually to complete the definitions and then check their answers in pairs.

   **Answers**
   2  booth  5  script
   3  time code  6  reconstruction
   4  clipspotter

**Extension activity: test your partner**
Students test each other on the vocabulary from Exercises 6c and 7b by reading a definition to elicit the word or phrase from their partner.

c  Students listen again and match the beginnings and endings.
   ►45 pages 95 and 96

   **Answers**
   2  d  3  e  4  a  5  c  6  b

d  Students role play the meeting in groups. If they have been working through the simulations, they could base their meeting on the actual documentaries they have been making. Encourage them to use the vocabulary from Exercises 6c and 7b, as well as the phrases from Exercise 7c, in their meetings.

e  Students plan their writing in class individually or with a partner, and complete it as a homework activity. They should try to be authoritative but friendly in their emails and use Exercise 7d as a model.

**Extension activity: simulation part 4**
Students meet to plan how to edit their documentaries. They may decide to intercut some sections from the news broadcasts they made in part 1, and they may also decide to write and record some more scenes for their documentaries. Encourage them to use a wide range of the editing techniques mentioned in this section. When the documentaries are ready, they should ‘broadcast’ them to the rest of the class, or post them on a class website.
Background information and useful web links

Television is of course a huge area, and each genre of TV programmes has its own characteristics in terms of how programmes are planned and made. Broadly speaking, TV programmes may be divided into scripted and unscripted programmes. Scripted programmes include dramas, situation comedies, comedy shows, soap operas, documentaries, etc. Unscripted programmes include talk shows, game shows, reality shows, news, sport and current affairs, etc., and may be either live or recorded. Particularly popular shows may be syndicated, i.e. sold to broadcasters around the world, and in fact many broadcasters rely completely on such syndicated content (often subtitled or dubbed into another language), with little or no original programming of their own.

This unit focuses especially on a key genre of TV programmes, news and current affairs, and in particular a documentary on human trafficking. This involves the international trade in people, who are used for example for forced labour, forced prostitution or slavery, etc. It is different from people smuggling, which involves the person volunteering to be smuggled abroad, typically in search of a better life. Human traffickers may trick their victims into volunteering to be smuggled, and then exploit the victims against their wishes.

Like all the samples in this book, the sample filming schedule on page 45 is based on an authentic document. Each production team for each genre of programme will have its own preferred sets of documents in its own style to help them plan filming, but the vocabulary and abbreviations used here are used in a wide range of technical production documents. An internet search for abbreviations such as TX date and PTC will help you find plenty of such technical documents. http://www.itnsource.com/shotlist/GranadaClips/2008/01/26/2716465/?s=Worthing

Film and TV editing is the process of assembling various pieces of footage into a coherent film, and is both highly creative and technical. Traditionally, editing was done on large machines, which chopped pieces of film and physically assembled the clips into longer sequences. Modern editing software allows a single editor to work at a computer to edit not only pictures but also sound, music and visual effects.

Useful web links

The Encyclopedia of Television

A summary of the process of developing and producing TV programmes in a range of countries, and the different terminology used in British and American English
http://en.wikipedia.org/wiki/Television_program

Television syndication
http://en.wikipedia.org/wiki/Television_syndication

Human trafficking
http://en.wikipedia.org/wiki/Human_trafficking

An excellent resource site for documentary makers
http://www.d-word.com/

Editing techniques (in this case for films, but also relevant to documentary makers)
http://en.wikipedia.org/wiki/Film_editing#Editing_techniques

A guide to filming and editing using video
http://videoexpert.home.att.net/

Vocabulary

NB Much of the vocabulary in this unit is explained in the Student’s book.

A pitch is an attempt to persuade someone (typically a senior colleague) to accept or approve an idea, and to authorise funding for it.

Primary research is conducted by, for example, speaking directly to witnesses and other people directly involved in the story. It contrasts with secondary research, which involves finding out, reading and analysing what others have already written.

Archives contain recordings of earlier broadcasts.
A brief has several meanings. Here, it refers to a summary of a large quantity of information.

Talking heads are live or recorded interviews with witnesses, experts or other guests. They are cheap and easy to record, but overuse of talking heads may make a programme boring.

A viewpoint is a point of view, or the direction from which somebody sees something.
UNIT 5 Film

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

Go to page 72 for essential background information on the topic and useful web links.

Don't forget to explore the Extra activities for this unit

Refers to Student's Book pages

Writing a screenplay

Before you begin …
Write the letters of the alphabet in columns on the board. Students work in teams to think of a film-related word for each letter of the alphabet. After five minutes, collect their answers. Teams get one point for every letter of the alphabet for which they have a word and a bonus point if no other teams have their words. You will need to judge whether all the words really are film-related, but avoid being too strict if students try to justify their ideas.

A film glossary
The glossary has no words for Q and Y, but your students may be able to think of some. You could choose some interesting or unusual words and put them on the board (next to their letters) to provoke some discussion.

1 a Students discuss the questions in pairs and then feed back to the class.

b Students work individually to complete the definitions and then check their answers in pairs.

Answers
2 screenplay 6 special effects
3 screenwriter 7 soundtrack
4 the cast 8 the stars
5 plot 9 director

Extension activity: test your partner
Students test each other on the vocabulary by reading a definition to elicit the word or phrase from their partner.

1 c 2 a 3 b

2 a Match the acts and descriptions as a class.

Answers
1 c 2 a 3 b
b Students discuss their films in pairs. Did any of the films they discussed follow a different pattern?

c Students discuss their ideas in pairs and then work individually to plan their story in class or as a homework activity. You may need to prompt with some ideas, for example a book they have read recently, their life story, a recent event in their lives, a recent news event seen from a particular point of view, a historical event, a sequel or prequel to a film they have seen, etc.

Before you begin …
Discuss with the class whether students have ever tried to write a screenplay, or would like to in the future. Ask about the difference between an adapted screenplay, i.e. one based on an existing book or story, and an original screenplay. Which would be more difficult or enjoyable to write? Ask whether any students have seen the film *Adaptation*. Avoid discussing the plot at this stage, as this will undermine some of the later exercises.

3 a Students work individually to answer the questions and then check their answers in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Who?</strong> Kaufman, a screenwriter, and Valerie, from the context a film agent</td>
</tr>
<tr>
<td>2 <strong>Where?</strong> In a business lunch restaurant in Los Angeles</td>
</tr>
<tr>
<td>3 <strong>When?</strong> Midday</td>
</tr>
<tr>
<td>4 <strong>What?</strong> They’re having lunch.</td>
</tr>
<tr>
<td>5 <strong>Why?</strong> To discuss the screen adaptation of the novel <em>The Orchid Thief</em></td>
</tr>
<tr>
<td>6 <strong>How?</strong> Kaufman feels hot, sweaty, self-conscious and embarrassed. Valerie, in comparison, is calm and collected, whilst being kind and encouraging to Kaufman.</td>
</tr>
</tbody>
</table>

Language note
A *protagonist* is a person involved in a situation. In this case, there are two protagonists, Kaufman and Valerie, involved in the conversation.

Extension activity: act it out
Check students’ understanding of vocabulary in the Language Note by miming or demonstrating. You could also check understanding of any words from the dialogue that you think they may have difficulty with, for example *repulsive, thrilled, to appreciate something, to compromise*. Students work in pairs to act out the dialogue, paying particular attention to the descriptions of the way characters deliver their lines.

Language note
If you *pick at* food, you eat it slowly and gradually, as if it doesn’t taste good, or you aren’t really hungry.
If you *steal glances at somebody*, you try to look at them quickly when you think they aren’t looking at you, typically because you are embarrassed to be looking at them.
If you do something *with studied modesty*, you are modest but in a slightly artificial way, as if you have been practising your modesty in order to create a certain impression.
If you *pull at something*, you fidget with it nervously. When Kaufman pulls at his nostril he may be trying to scratch.
If you do something *self-consciously*, you are aware of other people watching you, and this makes you feel embarrassed.
b Students discuss the questions in pairs and then feed back to the class. If you or some students have seen the film, avoid giving away too much of the story, as this will undermine Exercise 3d.

**Answers**
1. No. Valerie wants to turn it into a love story, but Kaufman doesn’t think it would be realistic.
2. He means a typical Hollywood film with a predictable and happy ending, without anything too strange happening.
3. For more information about the film, search the Web for *Adaptation*.


c Students work individually to complete the statements and then check their answers in pairs.

**Answers**
2. centre  5 dialogue
3. action  6 present
4. brackets  7 V.O.; INT.

d Students read the scene and then discuss the question in pairs.

**Answer**
McKee is a screenwriter who runs training seminars.

**Extension activity: questions about the story**
Ask students to make a list of questions they would like to ask about the story, for example *Who is Kaufman? Why is Kaufman reading The Orchid Thief? Will Susan and Laroche fall in love? What about Kaufman and Valerie?* Write these on the board.

Students read a summary of the story to try to find the answers to their questions. [http://en.wikipedia.org/wiki/Adaptation_(2002_movie)](http://en.wikipedia.org/wiki/Adaptation_(2002_movie))

They will probably not be able to answer all their questions. If students are really interested in the film, you could get hold of a DVD to play in class. This will provide plenty of useful language and opportunity for discussion on the topic of film-making and especially screenwriting. If you decide to do this, the original screenplay will help you to prepare lessons based on the film. [http://www.beingcharliekaufman.com/index.php?option=com_content&task=view&id=39&Itemid=87](http://www.beingcharliekaufman.com/index.php?option=com_content&task=view&id=39&Itemid=87)

e Students discuss the questions in pairs and then feed back to the class.

f Students work in pairs to find examples of the features and then feed back to the class.

**Answers**
Incomplete sentences: *You promise?*
Missing a subject: *Tell you a secret.*
Repetition: *My brother did. My twin brother, Donald.*
Short sentences: most of the sentences in the two scenes are quite short
Simple linking words: *but, and*
Use of shared knowledge to leave things unsaid: *wow them* (i.e. the audience) *at the end*
g Students make lists in pairs and then feed back to the class.

**Suggested answers**

Other typical features of conversation include: off-topic comments, interruptions, grammatical inaccuracy, use of stress rhythm and intonation to convey meaning, rephrasing, hesitation, inviting comment

h Students work individually or in pairs to write their scenes. Students can act out their scenes for the class.

**Extension activity: continue the scene**

Give each pair a piece of paper. They should write a continuation of one of the scenes from *Adaptation*. After two minutes, they should pass their paper on to the next group, who continue writing the scene. Repeat this for about five rounds. Students can perform the scenes they have written.

**Extension activity: simulation part 1**

In groups, students write a scene for a film about screenwriting (inspired by *Adaptation*). In this first scene, the protagonists are discussing the screenplay that one of them has written (which could refer to their ideas from Exercise 3h). The atmosphere should be tense and uncomfortable. When they have written their screenplay, they should record it using a video camera, if you have access to one. They should then edit the footage to make a finished scene. If you do not have access to a camera, students could act out their scenes for the class.

---

**Pitching successfully**

4 a Students discuss the questions in pairs and then feed back to the class.

**Answers**

1 Getting funding or selling your screenplay – that is, pitching your screenplay to film executives, producers, backers, studios, etc.

b Students discuss the question in pairs.

**Answer**

It is a letter asking a producer / production company to read your screenplay.

c Students read the letter to check their ideas.

**Background notes**

*Spinal Tap* is a reference to the 1984 film “This is Spinal Tap”, a well-known British comedy about a pretend hard rock band. The film is in the form of a documentary about the band.

[http://en.wikipedia.org/wiki/This_Is_Spinal_Tap](http://en.wikipedia.org/wiki/This_Is_Spinal_Tap)

*The Breakfast Club* is a film about five teenagers from very different backgrounds who are initially hostile towards each other but eventually find they actually have a lot in common.

**Extension activity: noun phrases**

Ask the class for noun phrases from the letter which describe films, and write them on the board.

<table>
<thead>
<tr>
<th>a</th>
<th>a touching</th>
<th>musical</th>
<th>comedy</th>
<th>set in the North of England …</th>
</tr>
</thead>
<tbody>
<tr>
<td>–</td>
<td>great</td>
<td>rock</td>
<td>scenes</td>
<td>which are accompanied by …</td>
</tr>
<tr>
<td>a</td>
<td>a wonderful</td>
<td>–</td>
<td>soundtrack</td>
<td>of classic songs …</td>
</tr>
<tr>
<td>a</td>
<td>a feelgood</td>
<td>–</td>
<td>film</td>
<td>which combines tears and laughter.</td>
</tr>
</tbody>
</table>

Ask for other (serious or funny) ways of combining the words from the columns, for example *a feelgood rock soundtrack which combines tears and laughter*. Students then work in pairs to come up with more words for each column. Write the best ones from the class on the board.

**Suggested answers**

| a | wonderful | acting | performance | from a young cast |
| an | innovative | adapted | screenplay | based on a best-selling novel |
| an | inspirational | horror | movie | set in post-apocalypse outer space |
| a | heart-wrenching | action | climax | which is sure to wow audiences |

**d** Students work individually to complete the exercise and then check their answers in pairs.

**Answers**

1 T
2 T
3 F – the tenses are either the present or will (not might).
4 T
5 F – there are no contractions or slang, and formal greetings and salutations are used.

**e** Students write their letters as a homework activity. Encourage them to copy some useful language from the letter in Exercise 4c.

**5 a** Students work individually to read the advert and answer the questions and then check in pairs. Tell them to ignore the gaps for the moment.

**Answers**

1 A pitch is when a screenwriter meets film executives, etc. to present his or her script. The screenwriter has a short time in which to try and sell the script.
b Students work individually to answer the questions and then check their answers in pairs. Check any new vocabulary as a class.

**Answers**
1 He is the person leading the seminar, so probably an expert in screenwriting and pitching.
2 Aspiring screenwriters
3 People interested in investing in films
4 One or two minutes
5 Before the seminar
6 It is recommended that the people attending the seminar practise their pitch with their family and friends.
7 Any situation where you may have to speak in public, for example at meetings; any situation where you are expected to sell an idea or convince potential buyers of a product or service.

C Students work in pairs to complete the advert.

**Answers**
1 genre
2 title
3 logline
4 hooks

**Language note**
*Genre* is often pronounced with a slight French accent /dʒənər/. The second syllable is barely pronounced at all. Some people pronounce it in a more ‘English’ way /ˈʃænər/.

**Extension activity: film genres**
The advert lists five genres. Ask the class for more examples.

**Suggested answers**
action, western, science fiction, children’s, family, musical, horror, disaster, crime, fantasy, adventure, historical drama

D Students work individually to match the titles and loglines.

**Answers**
1 b
2 c
3 a

**Note**
These three films are all invented for this exercise. By coincidence, there is actually a real film called *Conviction* and a book called *The Shakespeare Code*, but these are unrelated to these invented films.

e Students discuss the questions in pairs and then feed back to the class.

**Answers**
1 It is an extremely short description, consisting of one or two sentences, of the general idea of the story; it is the principal aim of the story that the writer wants to convey to the audience. (Note that a *logline* is not the same as a *tagline*, which is a phrase that can accompany a film when it is released; for example, the tagline to the film *Shrek* was “The greatest fairy tale never told.”)
2 It can help the screenwriter clarify his/her ideas; it gives film executives an instant idea of what the film is about.
Extension activity: loglines
Find some more loglines on the internet
http://www.scriptologist.com/Store/Loglines/loglines.html
Choose about 10 loglines and print them on slips of paper. Print the film titles on separate slips of paper. Students work in groups to match the loglines to the titles.
When you do the analysis in Exercise 5f, elicit some more formulas used in these authentic loglines.

f Students work individually to complete the exercise.

Answers
1. The Shakespeare Code
2. Conviction
3. on stAGE

Students work individually or in pairs to write their loglines using one of the formulas. Give and elicit feedback from the class on students’ loglines.

6 a Students listen and answer the questions.
► §1 page 96

Answers
1. on stAGE
2. Music, location, cast, target audience

b Students listen again and tick the phrases they hear.
► §1 page 96

Answers
Small talk
I trust you had no problem getting here?
So, is this your first screenplay?
The pitch
My film’s called …
It’s a (touching musical comedy) set in …
This film is aimed at …
There are a number of great …
(on stAGE) is a feelgood film …
Think (Spinal Tap) meets (The Breakfast Club).
Clarifying information about the pitch
… could you explain how the audience is expected to believe that … ?
Ending the pitch meeting
If you leave a copy with us, we’ll get back to you within …

Extension activity: the pitch session
Students work in pairs to re-enact the pitch session from audioscript 5.1 using only the phrases in Exercise 6b to prompt them.

Students work in pairs to role play their pitches and then give feedback. Some students can perform their (improved) pitches to the class.
Extension activity: simulation part 2
Students write another scene of their film. This scene should be of a pitch session. Again, they should try to create a tense and stressful atmosphere, and they should use the language techniques from Exercises 3f and 3g to make their scripts more convincing. Students then record and edit their scenes, or perform them live to the class.

Organising a shoot

Before you begin …
Students work in pairs to make a list of the jobs people do in the film-making process; for example, director, actor, screenwriter, etc. Go round the class asking for job titles to write up on the board. Get one job title from each pair, then move on to the next pair. Keep going until every pair has run out of ideas. The pair that gives the last job title is the winner.

A comprehensive list of film crew
http://en.wikipedia.org/wiki/Film_crew

Extension activity: Unit 5 extra activity
Students work in pairs to complete the sentences and find the names of the jobs in the grid. The numbers after the sentences show how many letters are in each word. The answers may be written forwards (→) or backwards (←), upwards (↑) or downwards (↓), or diagonally (↖, ↽, ↻ or ↼). Because the exercise is rather difficult, you may say the first pair to find 12 of the 17 answers is the winner.

7  a Students discuss the questions in small groups and then feed back to the class.

Suggested answers

2  The film producer provides and controls the budget and may have a say in marketing, too. There are also producers who are more hands-on and like to take part in the director’s creative role, too.
The film director’s role is fundamental the whole way through production. During the pre-production phase, s/he is responsible for casting the actors and technical crews and finding locations for the shooting. During production, directors supervise the creative aspects of the film (for example, actors’ rehearsals) and the technical ones (for example, the camera and sound teams’ work). In short, they make sure the written film script is rendered effectively onto the screen. During post-production, s/he works closely with editors in selecting shots and editing. A good director needs to have a wide creative vision to produce an original and involving film. S/he has to make quick decisions and needs to have the makings of an assertive, but very communicative leader, ready to delegate and believe in team work.
The director of photography is responsible for the general ‘look’ of the film and has the responsibility of filming a scene according to the director’s wishes. S/he may also operate cameras, select lenses, and supervise lighting operations, technical maintenance and service.
The sound director is responsible for the film’s sound requirements, from the design and planning pre-production phase through to recording and scheduling in production. S/he also manages the quality of the final mix in post-production.
b Students listen and tick the points discussed.

Answers
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

5.2 page 96

c Students work individually to match the terms and meanings and then check their answers in pairs.

Answers
2 h 3 e 4 a 5 g 6 c 7 f 8 b 9 d

5.2 page 96

d Students work in pairs to try to remember what was said and then listen again to check.

Answers
1 teams and equipment
2 health and safety
3 locations
4 shooting
5 lighting
6 extra lighting rigs; filters
7 most advanced
8 location agency

5.2 page 96

e Students work in pairs to practise the phrases.

f Students role play the meeting in groups. If your class does not divide naturally into groups of four, you may have smaller groups, but make sure each group has a director. Make sure also that they decide which film they are making before they start.

Extension activity: simulation part 3
Students continue making their films about a screenwriter. They should plan, write and film a short scene connected to the subject of pre-production or production of a film. For example, their characters might be involved in a meeting similar to the one in audioscript 5.2. There could be a conflict between the screenwriter character and the director of the film, for example. Again, if you do not have access to recording equipment, groups could simply perform their scenes for the rest of the class.

Writing a film review

Before you begin ...
Print some film reviews from the internet but delete the rating, i.e. ★★★★★. Students read the reviews quickly to get a feel for how positive or negative they are, and predict what the rating was.
http://www.guardian.co.uk/film/film+tone/reviews
8 a Students discuss the questions in pairs and then feed back to the class.

Suggested answers
1 There are three different stages: pre-production, production, post-production (including distribution).
2 You could argue that they are all equally important.

b Students work individually to put the stages in order.

Answers
1 A screenwriter has an idea for a film, which is pitched to potential investors.
2 A studio or a producer buys the rights to the film.
3 A producer, director, cast and camera/sound crew are hired to make the film.
4 The film is shot, and when completed is sent to the studio.
5 The studio signs a licensing agreement with a distribution company.
6 The studio or producer decides the number of prints of the film to make.
7 At screenings, the film is shown to potential buyers representing the cinema chains.
8 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).
9 Copies are sent to the cinemas a few days before they start showing the film.
10 When the film run ends, the film is returned to the distribution company, which pays the amount due.

c Students work individually to complete the definitions and then check their answers in pairs.

Answers
2 studio 6 box office
3 licensing agreement 7 run
4 prints 8 screenings
5 lease

d Students take turns to describe the stages.

9 a Students discuss the questions in groups and then feed back to the class.

b Students read the review and then discuss the question in pairs.

Extension activity: John Lennon
Ask what students know about John Lennon and his murder.

c Students read the review again and answer the questions. For question 1, they should find examples to justify their answers.

Answers
1 Quite positive
2 The stars are an indication of how good the film is, based on the reviewer’s opinion.
3 Cert = certified; this rating is used officially to refer to a film which is not considered suitable for children under the age of 15 to watch.
Extension activity: film ratings
Discuss with the class why the film might have a Cert 15 rating. Ask for some other ratings for films in English-speaking countries and the students' own countries, and focus on any differences you can find between countries.
A very good list of certification systems around the world
http://en.wikipedia.org/wiki/Film_certification

d Students work individually to complete the definitions and then check their answers in pairs.

Answers
1 fact-based 4 voice-over
2 off camera 5 character
3 well-researched

e Students work in pairs to match the connectors with their functions and to think of more examples.

Answers
1 But, Yet, Although
2 And
3 First of all, Secondly
4 So, Since

Extension activity: film reviews
Print some more film reviews for students to read. Once students have read the reviews, for example to find out whether the reviews are generally positive or negative, they should find more examples of film vocabulary (as in Exercise 9d) and connectors (as in Exercise 9e). You could also easily use these reviews to make gapfill exercises focusing on connectors, as in Exercise 9f.

f Students work individually to complete the review and then check in pairs.

Answers
1 Although 4 secondly
2 But/Yet 5 Since
3 first of all 6 and

g Students work individually to match the paragraphs and the functions.

Answers
1 b 2 d 3 e 4 a 5 c

h Students work individually to match the phrases and the functions.

Answers
1 e 2 c 3 b 4 a 5 d

Extension activity: paragraphs
Students read the other review in Exercise 9f to identify the functions of the paragraphs and to highlight useful phrases for each function. They could also do this with other reviews which you have looked at in class (see Extension activity above).
**Suggested answers**

**Paragraph 1:** Introduces the film (*Here is the film that many people ... have been waiting for ...*)

**Paragraph 2:** Tells us what's good about the film (*... taps into our collective fascination in two novel ways; it is to Piddington's credit that the film is both gripping and revelatory; Highly recommended.*)

**11i** Students discuss films in pairs using phrases from Exercise 9h as well as any more phrases generated in the extension activity above. The film can be one they have seen in the cinema, on DVD or on TV.

**10a** Students discuss the points in pairs and then feedback to the class.

**Answers**

1. Yes
2. It perhaps gives away too much, but then, as the review says, the film is fact-based, so most people who would go and see the film would already know the story.
3. Yes. He uses the words *best thing*, but this is not too over-emphatic.
4. Yes, for example: *successfully challenges the Chapman story*
5. Yes, for example: *... to explore, is the mysterious: Why? or The challenge for Piddington is to make the narcissistic nobody Chapman an interesting character.*

**Extension activity: film analysis**

Students repeat the analysis with more film reviews from the Internet.

**b** Students discuss the questions about their chosen film in pairs.

**c** Students work individually or in pairs to make notes on their films.

**d** Students write their reviews in class or as a homework activity.

**e** Students read and discuss each other's reviews.

**Extension activity: simulation part 4**

Students complete their short films. The final scene should be connected with film reviews. For example, there could be a dialogue between the screenwriter character and a friend discussing positive reviews for the screenwriter's film with *studied modesty* etc. When the students' films are finished, they should watch each other's films, or post them on a class website.
Background information and useful web links

The word *film* has several related meanings, which may cause confusion. In British English, the countable noun, for example *I saw a good film*, means the same as the American words *movie* or *motion picture*. Unlike its use in some languages, the word *film* is used much more in connection with films made for the cinema screen rather than, for example, films made especially for TV which may be called a feature-length drama or a television movie.

A second use of the word is as an uncountable noun, for example *I work in TV but I'd like to work in film* refers to the whole industry in general. It is related to the word *cinema*, to refer to the art form, for example *I like avant-garde cinema/film*. Cinema, of course, also has a second meaning as a countable noun referring to the place where films are shown. In American English this is called a *movie theater*, or simply *theater*.

A *screenplay* is a story written for a film, and may be an original screenplay, i.e. one specially written for that film, or an *adapted screenplay*, i.e. one based on an existing story, such as a novel or TV programme. It consists of the *dialogue*, i.e. the lines spoken by the actors, together with descriptions of how the dialogue is spoken, and notes on the setting and a description of the action. Screenplays follow a very formal format, which is designed to enable each page of the script to correspond approximately to one minute of the film. Screenplays are written by *screenwriters*, and the process is called *screenwriting* (and not screenplay writing).

The first part of the unit focuses on the screenplay of an actual film, *Adaptation*, which is itself a story revolving around a screenwriter. The screenwriter is attempting to write an adaptation of a novel, *The Orchid Thief*, but suffers from *writer's block* – a psychological barrier preventing a writer from making progress. The screenplay closely echoes the real-life experiences of the screenwriter as he was writing the screenplay, and both the real writer and the writer character are called Charlie Kaufmann. The extracts in this unit are from the second draft of this screenplay, not the final version, as this is the version which most closely corresponds to the screenwriter’s (and not the director’s) ideas, and also the version which is available on his website.

*Pitching* is the process where a screenwriter (or sometimes a director) tries to sell an idea for a film to a producer. If the pitch is successful, the producer may agree to finance the writing of a full screenplay and perhaps the production of the film. Pitches are typically presented orally. A key feature of a pitch is the *logline* (log line), which is a one-sentence summary of the pitch. Other elements of the pitch include:

- **the premise** – the fundamental that drives the plot
- **the hook** – the techniques for grabbing and keeping the audience’s attention
- **essential beats** – events of the story
- **thumbnail sketches** – very brief descriptions of the principal characters
- **the genre** – what type of film it is
- **the tone** – the mood and feel of the film
- **the likely audience** – people who will go and watch the film
- **the expected budget level** – how much the film will cost

Useful web links

An excellent guide to the technical aspects of screenwriting

http://en.wikipedia.org/wiki/Screenplay

An online course on film-making

http://en.wikiversity.org/wiki/Filmmaking

A summary of the plot and background information on the film *Adaptation*


Website of Charlie Kaufman, writer of *Adaptation*, which includes a link to various drafts of the screenplay

http://www.beingcharliekaufman.com

A list of the stages in the film-making process

http://en.wikipedia.org/wiki/Film_production
For a much fuller description of these stages
An introduction to pitching
http://en.wikipedia.org/wiki/Pitch_(filmmaking)

Vocabulary

Reconnoitre /rekənəɪt/or (American English reconnoiter) – to explore an area in order to get information or as a noun – an exploration in order to get information. Especially in spoken English, it is often abbreviated to recce /rek si/.
UNIT 6  New media

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

Go to page 85 for essential background information on the topic and useful web links.
Don’t forget to explore the Extra activities for this unit

Briefing a website designer

Before you begin …
Discuss with the class reasons for using the Internet. Write the class's ideas on the board in a word web. The ideas below are just a starting point – your students should be able to expand these ideas, including more arrows to show how the various functions are connected.

1 a Students discuss the questions in pairs and then feed back to the class.

Language note
The word savvy comes from the French word savoir – to know, and refers to a person who can cope well with a situation that others may find difficult. If a politician or business is media-savvy, they know how to get the right sort of publicity.
b Students work individually to label the home page and then check their answers in pairs.

**Answers**
1. search function
2. sidebar
3. drop-down menu
4. hyperlink
5. shopping cart/basket

**Extension activity: webpages**
Print some more pages from the Internet for students to label.
A more complete list of features of webpages

---

c Students work in pairs to say the addresses.

**Answers**
1. w-w-w-dot the Scottish Bookshop dot com
2. gavin underscore bennett at the scottish bookshop dot com

---

d Students listen and check their answers. Make sure students are comfortable with the pronunciation of punctuation marks used in web addresses, for example
@ = at
/ = slash (or forward slash)
_ = underscore etc.

**Answers**
2 T  3 F  4 F  5 T  6 T

---

e Students say the email addresses in pairs.

**Before you begin …**
Discuss with the class what issues are involved for a company which is creating a new website. Make a list of points the company's owners would want to discuss with the website designer.

**Suggested answers**
Features to be included in website, design and overall feel of website, level of sophistication, for example simple scrolling with links to click or more sophisticated navigation, purpose of website, price for creating website, price for hosting and/or acting as site administrator, domain name, etc.

---

2 a Students listen and tick the points discussed.

**Answers**
*The Scottish Bookshop’s needs and objectives*
*Features of the website*

---

b Students listen again and mark the statements True (T) or False (F).

**Answers**
2 T  3 F  4 F  5 T  6 T
c Students complete the exercise individually and then check their answers in pairs.

Answers

**Asking for definitions**

Domain *what*, sorry? *What’s* that?
*What exactly* are web hosting services?

**Giving definitions**

A web hosting service is a *type* of service which ...
A server is a *kind* of computer system which ...

**Bringing a meeting to a close**

It’s been really interesting **talking** to you.
I look forward to doing **business** with you.
Thanks for **coming** here today.

d Students work individually to complete the table and then check their answers in pairs.

Answers

**Asking for definitions**

What do you mean when you say “...”?

**Giving definitions**

Its function is ...
It’s used for ...
It means ...
You use it to ...
It’s like a ...

**Bringing a meeting to a close**

I think we’ve covered everything

e Students test each other on the vocabulary by reading a definition to elicit the word or phrase from their partner.

f Students work individually to complete the extracts and then check their answers in pairs.

Answers

1 so 3 If; ‘ll
2 the; the 4 Once; ‘ll

g Students discuss the questions in pairs and then feed back to the class.

Answers

1 Yes
2 Comparatives
3 *Will*
4 *If* and *once* are followed by present tenses; in the main clause the subject is followed by *will*.
5 *After, as long as, as soon as, before, by the time, in case, unless, when, while*
Language note

This exercise introduces some aspects of conditional structures but the aim is not to teach conditionals, rather to present a rule which applies not only to some conditionals but also to many other structures, namely the absence of will in many clauses referring to the future after many conjunctions. This is a very common source of mistakes for learners of English.

I'll call you when I will get home.

If the weather will be is good tomorrow, let's go for a walk.

You can't go home until you will have finished.

These conjunctions fall into two main families:

- Time conjunctions: when, as soon as, until, once, after, before, while, by the time, etc.
- Condition conjunctions: if, as long as, unless, provided that, in case, etc.

Will is also restricted in structures with the … the … and no matter:

The sooner we will leave, the sooner we'll arrive.

Don’t believe any stories you might hear about me, no matter who will tell you.

Will is possible after some of these conjunctions (especially if), but carries a special meaning connected with, for example, refusals or promises.

What should I do if my professor won't give me more time for my essay? i.e. if he refuses.

I'll help you if you'll clean my car at the weekend. i.e. if you promise.

Note that there are no restrictions on the use of will after when and if when those words are used to form direct or indirect questions:

When will you know your results?

Will she like her present? = I don’t know if she’ll like her present.

Extension activity: continue the conversation

Discuss the points in the Language note. Students work in pairs to write a script of a continuation of the conversation in audioscript 6.2 (or it could take place between the two parts of that conversation). The aim is to use as many of the structures as possible in their scripts. When they have finished, they could perform their conversations to the class.

h Students work individually to answer the questions and then check their answers in pairs. You could also provide more webpages for them to include in their analysis.

Answers

1. Noun phrases
2. Book categories, bookshop information
3. A general welcome and the fact that more than one book can be bought at once
4. There are three lines per paragraph. To keep the amount of reading to a minimum, making the site quick and easy to navigate
5. We and you
6. To make the site quick and easy to navigate and also to make it seem more like an informal conversation than a formal written text
7. Yes, there is a Contact Us link and a link to Gavin Bennett’s email address.
8. Yes, it is clear, informative and simple to navigate.

i Students decide what their home page will be for and then have a meeting to plan its design. Encourage them to use the language from Exercise 2c in their discussions.
Extension activity: simulation part 1

Students work in small groups to plan and create a class website. The purpose of the website should be to showcase the work they have done during the course, especially during the simulations, in order to attract future students to join the course.

From a technical point of view, you will probably need to discuss the practical aspects of creating a class website with the IT department at your school/university/company. Alternatively, if your students are internet-savvy, they may already know some good software for creating websites and free or cheap ways of hosting their sites.

http://geocities.yahoo.com/
http://www.tripod.lycos.com/
http://www.angelfire.lycos.com/

Analysing problems and providing solutions

Before you begin …

Check students’ understanding of convergence. Ask for some examples from the class of technologies which have converged successfully (for example mobile phones have converged with cameras, GSM devices and portable music players, among many other things), those which have not yet converged successfully, but which still might, and those which will probably never converge.

3 a Students discuss the questions in pairs and then feed back to the class.

Answer

New media are any kinds of media that can only be created or used with the help of a computer.

b Students work in pairs to categorise the examples.

Extension activity: new or old media?

Discuss with the class any borderline cases. Has email become so universal that it is no longer new? Are the online versions of newspapers and magazines old or new media?

c Students discuss the questions in pairs and then feed back to the class.

Suggested answers

Broadband connection: websites, blogs, wikis, email and attachments, interactive kiosks, interactive television, game consoles

Free downloads: podcasts, websites, blogs, mobile phones

High definition: interactive television, game consoles

Video on demand: interactive television, mobile phones, websites

4 a Students work individually to answer the questions and then check their answers in pairs.

Answers

1 c  2 b
b Students read again to answer the questions.

**Answers**
1. Premium satellite and digital television programming
2. To extend its customer base into Europe, to modify its payment system, and to be able to communicate directly with subscribers and non-subscribers
3. By establishing a content management application and setting up an interactive television application
4. Because they were difficult to build and delivered poor visual quality or had navigation problems
5. The content management application will manage the distribution of dubbed/translated content; the interactive television application will support multi-currency payment and social networking functions, and provide an exceptional user experience and high-quality presentation.
6. Television, video on demand, mobile phones, software, interactive television, computers, game consoles

**Extension activity: Unit 6 extra activity**
Students work in teams to complete the quiz based on the vocabulary from the Project Vision Statement. The first team to finish is the winner.

**Answers**
2. At the time of writing, the world’s biggest social networking websites are MySpace and Facebook.

C Students discuss the questions in pairs and then feed back to the class. If students have never read or written similar documents, ask whether they are likely to in their future careers. Also ask about students’ experiences and opinions of social networking sites.

**Answers**
2. At the time of writing, the world’s biggest social networking websites are MySpace and Facebook.

**d Students mark the statements True (T) or False (F) and then feed back to the class.**

**Answers**
1. F – this is a formal business document.
2. T
3. T
4. F – the statement uses want because it is much more direct.
5. T

**Extension activity: style**
Ask the class how the document manages to avoid mentioning specific people, and therefore achieves its formal, professional style.

**Suggested answers**
The subjects of many sentences are things rather than people, for example The Laughter Network; the project; the interactive television application, etc. Many of the verbs are passive, for example needs to be localised; must be re-dubbed; a regional web farm will be set up; etc. Several infinitives are used which do not take a subject, for example In order to achieve this …; To maintain the high quality …; Earlier … applications … were difficult to build; etc.
e Students work individually to answer the questions and then check their answers in pairs.

f Students work individually to complete the extract and then check their answers in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 the latest</td>
</tr>
<tr>
<td>3 interactive</td>
</tr>
<tr>
<td>4 engaging</td>
</tr>
<tr>
<td>5 extensive</td>
</tr>
<tr>
<td>6 detailed</td>
</tr>
</tbody>
</table>

g Students work individually to complete the exercise and then check their answers in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 PVS</td>
</tr>
<tr>
<td>3 PVS</td>
</tr>
<tr>
<td>4 PS</td>
</tr>
<tr>
<td>5 PVS</td>
</tr>
<tr>
<td>6 PVS</td>
</tr>
</tbody>
</table>

Extension activity: useful phrases
Students work in pairs to find more phrases in the text that would be useful for their own writing.

<table>
<thead>
<tr>
<th>Suggested answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve this, the product needs …; To maintain the high quality of the …; this will allow us to …; In addition, …; Users will be able to … using the …</td>
</tr>
</tbody>
</table>

h Students work in pairs to complete the sentences. When you discuss the answers with the class, ask for more example sentences, using the ideas in Exercise 4g and the extension activity above.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Weather Wise has a reputation as a leading provider of weather news.</td>
</tr>
<tr>
<td>2 Weather Wise wants to create an opportunity for its staff to find information easily.</td>
</tr>
<tr>
<td>3 The project will see the establishment of a collaborative portal.</td>
</tr>
<tr>
<td>4 Our solution will guarantee increased staff efficiency and faster management decisions.</td>
</tr>
</tbody>
</table>

i Students write their project vision documents as a homework activity.

Extension activity: simulation part 2
Students work in two groups, one representing your language school (or university/company, etc.), and the other representing Future Solutions. The groups should work separately to plan a Project Vision Document for the school, which wants to exploit the internet more effectively in the teaching of English. Allow about five minutes for the groups to generate ideas. Then put students into smaller groups (of around four people) to stage a meeting between the two parties to exchange ideas. As a follow-up, students should try to turn their visions into an actual website. Of course many of the students’ innovative ideas will be impossible to recreate in this simulation (without investing large amounts of time and money), but they should nonetheless try to make it as realistic as possible.
Planning and writing a blog

Before you begin …
Discuss with the class their favourite blogs. If they don’t know any/many blogs, ask what subjects they would be interested in reading blogs about.

5 a Students discuss the questions in pairs and then feed back to the class.

Answers
1 A blog is an online journal; the content is usually generated by a single person, who writes about topics that interest him/her. Blogs are a type of website, but not all websites contain blogs.

b Students discuss the questions in pairs and then feed back to the class.

Answers
2 Information and articles about life in Spain, Spanish food and culture, and visiting Spain as a tourist

Note
Notes from Spain is a genuine blog
http://www.notesfromspain.com/

c Students work individually to put the paragraphs in order and then check their answers in pairs.

Answers
2 B 3 E 4 C 5 A

d Discuss the question as a class.

Answers
Block: definition 1
Post: definition 2

e Students work individually to choose the correct definitions and then check their answers in pairs.

Answers
2 b 3 a 4 a 5 b 6 a 7 b

Language note
Odd and occasional are interchangeable in certain contexts, although odd is less formal, for example I don’t go to the cinema very often, but I do watch the odd/occasional film on DVD – I watch films on DVD occasionally / from time to time.
Students discuss the statements in pairs and then feed back to the class. Ask for examples for each statement.

**Answers**
1. He uses the first person pronouns I and we a lot.
2. He uses interjections like hey and wow.
3. He uses dashes and exclamation marks.
4. He joins sentences with and rather than moreover, however and therefore.
5. He uses some slang words.
6. He usually uses contractions.
7. As a result of the above points, his style is informal.

Students work individually to complete the tips and then check their answers in pairs.

**Answers**
1. useful
2. titles
3. main
4. white space
5. knowledgeable
6. mistakes

Students discuss the statements in pairs, including whether the blog in Exercise 5c follows all the tips, or not.

**Extension activity: more blogs**
Print some more examples of blogs, preferably on a topic that you and your students will find interesting, or on the topic of media. In pairs, students compare the language used in the blogs with that in Ben’s blog, using the ideas in Exercises 5f and 5g as guidance.
http://www.blogcatalog.com/
http://www.blogcatalog.com/topic/media/

Students discuss the question in pairs.

Students plan their writing in class individually or with a partner, and complete it as a homework activity.

**Extension activity: simulation part 3**
In small groups, students create a blog about their experiences of learning English for the Media (or a related topic). The blog should be aimed at future learners on such courses. They could use the free blog creation tools at https://www.blogger.com or other tools that they know.

Creating a podcast

*Before you begin …*
As a class make a list on the board of interesting topics, for example media topics, students’ hobbies, learning English, etc. Ask the class how they could find podcasts in English relating to those topics. What are the advantages and disadvantages of podcasts over other ways of getting information?

Students discuss the questions in pairs and then feed back to the class.

**Answers**

- **Financial matters**: processing payments, finding an accountant who is willing to work with an online business
- **Legal matters**: privacy agreement, terms and conditions agreement
c Students listen to check their answers and then discuss in pairs what was said about each point mentioned.

d Students listen again and complete the extracts.

Answers
1 So  2 Now  3 OK

Answers
1 T  2 F

Extension activity: podcast techniques
Ask the class what techniques Ben and Marina use to make their podcast easy to understand and interesting. Ask students to work in pairs to find useful phrases in the audioscript 6.3 for the following functions.

- Presenting the main points
- Inviting the other person to speak
- Giving examples

Suggested answers
They present the podcast as a dialogue and ask each other questions. They give real-life examples from their own experiences to illustrate the points they are making.

Presenting the main points
Now the first thing you’re going to need to know is that …; So, problem number one is that …; Really that involves two sides. Number one …; Now the other problem is that …; Well, you need to …; And to do so you have to …; And in that file you need to …; Then there are things like …; OK, what’s next? Setting up your website.

Inviting the other person to speak
Why is that, Marina?: Marina, what is this privacy policy and why is it so important?

Giving examples
… people like my parents, for example, …; … whereas my dad …; For example, payments for our Spanish site …; So, for example, on our website …; I was pretty amazed by the fact that …

f Students listen and tick the points discussed.

Answers
Setting up the website: host company, bandwidth, software, web design
Inspiration: books, websites

Answers
2 OK  5 Right; Er
3 Yeah  6 so wait
4 actually
h Students work in pairs to complete the matching activity and then feed back to the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 yeah, OK</td>
</tr>
<tr>
<td>3 cos</td>
</tr>
<tr>
<td>4 actually</td>
</tr>
</tbody>
</table>

i Students work individually to complete the word webs and then check their answers in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>to set up: a website, a business, a company</td>
</tr>
<tr>
<td>to draw up: an agreement, a contract, a proposal, guidelines</td>
</tr>
<tr>
<td>to take on: a client</td>
</tr>
<tr>
<td>to outline: the main points, a proposal</td>
</tr>
</tbody>
</table>

7 a Students work in small groups to plan their podcasts. They should avoid scripting the podcast, as this will make it feel less natural.

b Students perform or record their podcasts.

**Extension activity: simulation part 4**

Students work in the same groups as for simulation part 3 to plan and record a podcast on the theme of learning English for the Media. Encourage them to upload their podcasts to the blogs they created in part 3. Students listen to each other’s podcasts to decide whose is the best / funniest / most informative.
Background information and useful web links

**New media** refers to the digital technologies which have emerged since the 1980s, especially those connected with the Internet. As some of these technologies have been around for over a quarter of a century, they are not particularly new, but the term is nonetheless useful. The definition may also include computer games and mobile phones, although increasingly the internet is becoming central to these too. One key feature of new media is its interactivity: users have much more control over what they experience than was the case with traditional media such as newspapers or television. Another feature is that it is distributed to users digitally, where older technologies used analogue broadcasting, for example radio waves.

Another key feature of new media is **convergence**, i.e. the coming together of once separate media. Classic examples include digital cameras and web browsers built into mobile phones.

**The Internet** (or **the Net**) is not synonymous with the **World Wide Web** (or **the Web**), although the two are often used interchangeably. The Web is a system of interlinked hypertext documents. The Internet is the global system of hardware and software infrastructure which underpins the Web and other services, such as instant messaging or collaborative workspaces.

A **blog** (literally a web log or web diary) is a website which is usually created and managed by a single individual and which is updated regularly. Content is usually displayed in long scrollable pages, with the most recent content at the top. Typically blogs function as an online diary to record events in the blogger’s life or in the wider world. In recent years, blogs have become more professional and useful sources of information, not just outlets for individuals to publish their opinions.

A **podcast** is an audio broadcast which is made available on the internet for downloading, typically to portable media players such as an iPod (the name podcast comes from the words iPod and broadcast). Like blogs, they are often produced by individuals, but increasingly companies and other organisations use them to distribute information and entertainment. They are widely used by mainstream media companies, for example the BBC, as a distribution channel for original content.

Useful web links

A discussion on the term **new media**
http://en.wikipedia.org/wiki/New_media

An introduction to web pages and their design
http://en.wikipedia.org/wiki/Web_page_design

A bank of award-winning websites to inspire students when designing their own
http://www.thefwa.com/

An introduction to blogs, including their importance as a political tool

An article on the world's 50 most powerful blog
http://www.guardian.co.uk/technology/2008/mar/09/blogs

A search engine to find blogs
http://blogsearch.google.com/

BBC podcasts
http://www.bbc.co.uk/radio/podcasts/ip/

**Vocabulary**

NB Most of the vocabulary in this unit is explained in the Student’s book, or in the Extra activity.

An **interactive kiosk** is a computer terminal in a public place such as an airport or hotel lobby, which members of the public can use to connect to the internet.

A **web farm** is a collection of web servers. **Web servers** are the programs (or sometimes the computers running those programs) which manage requests to view web pages and supply those pages to users.

http://en.wikipedia.org/wiki/Web_servers
UNIT 7 Advertising

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

Go to page 96 for essential background information on the topic and useful web links.

Don’t forget to explore the Extra activities for this unit

Selling your services to a potential client

Before you begin …

Check the students’ understanding and pronunciation of ad, advert, advertise, advertising, advertisement. What are the different types of advertising?

Suggested answers

Ad /æd/, advert /ədˈvɜːt/ and advertisement /ədˈvɜːtɪsmənt/ all mean the same, although the words get more formal as they get longer. They all refer to a countable unit of advertising, such as a single TV commercial or a billboard.

Advertise /ədˈvɜːtɪz/ is a verb. It may be transitive We advertise our products or intransitive We advertise on TV.

Advertising /ədˈvɜːtɪŋ/ is the general name for the activity. It is uncountable.

Types of advertising include: TV commercials, cinema commercials, radio commercials, billboards, internet adverts (banner ads, pop-up ads, viral marketing, sponsored links on search engines), newspaper adverts, magazine adverts, etc.

1 a Students discuss the questions in pairs and then feed back to the class.

Suggested answer

2 Agencies play a crucial role in the success of an advertising campaign unless the campaign is produced in-house, but an equally crucial role is played by the client, who must have a clear idea of the aims and strategy of the campaign.

b Students listen to complete the information and then check their answers in pairs.

Answers

Raffaella Livingstone: general account manager
Cecily Valley: copywriter
Dave Terry: art director
John McEwans: brand manager
Frances Lohan: assistant brand manager
Headquarters: Milan (Italy)
Place of meeting: New York
Possible ad types: Print and TV
Next meeting: In ten days’ time (1st August)
Target market and budget aren’t mentioned.
c Students listen again and circle the words or phrases they hear. ❯ page 97

<table>
<thead>
<tr>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selling your company</strong></td>
</tr>
<tr>
<td>2 many of</td>
</tr>
<tr>
<td>3 media</td>
</tr>
<tr>
<td>4 numerous</td>
</tr>
<tr>
<td>5 client</td>
</tr>
<tr>
<td>6 start</td>
</tr>
<tr>
<td><strong>Expressing opinions and making comments</strong></td>
</tr>
<tr>
<td>7 quality</td>
</tr>
<tr>
<td>8 excellent</td>
</tr>
<tr>
<td>9 impressive</td>
</tr>
<tr>
<td>10 effective</td>
</tr>
</tbody>
</table>

**Extension activity: test your partner**
Students test each other in pairs by reading the beginning of one of the phrases to elicit the ending from their partner.

d Do this exercise as a class.

<table>
<thead>
<tr>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 numerous</td>
</tr>
<tr>
<td>3 computer, fashion, etc.</td>
</tr>
<tr>
<td>4 lots of, various</td>
</tr>
<tr>
<td>5 end-user, buyer</td>
</tr>
<tr>
<td>6 commence, kick off</td>
</tr>
<tr>
<td>7 calibre</td>
</tr>
<tr>
<td>8 superb</td>
</tr>
<tr>
<td>9 visually interesting</td>
</tr>
<tr>
<td>10 successful</td>
</tr>
</tbody>
</table>

e Students listen and answer the question. ❯ pages 97 and 98.

**Suggested answers**
Four months is a tight timescale, but the agency has quoted this time based on its experience, so it should be reasonable, especially if it has a fairly large team of people working on the campaign.

f Students work individually to complete the sentences and then check their answers in pairs.

<table>
<thead>
<tr>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 be able to</td>
</tr>
<tr>
<td>3 ‘d say</td>
</tr>
<tr>
<td>4 longer; necessary</td>
</tr>
<tr>
<td>5 email</td>
</tr>
<tr>
<td>6 high standard; unforgettable</td>
</tr>
<tr>
<td>7 before you pay</td>
</tr>
</tbody>
</table>
Extension activity: useful phrases
Test students on the useful phrases by reading one of the phrases, substituting the word BLANK for one of the key words in each sentence, for example regret, able, realistically, take, send, provide, trialled. Students have to provide the blanked word. Students then test each other in pairs.

Students role play the meeting in pairs. Encourage them to use the language from Exercises 1c and 1f.

2 a Students read the contact report to answer the questions and then discuss in pairs.

Answers
1 Raffaella Livingstone, general account manager at Media Design Advertising
2 John McEwans, brand manager at The Daily Sunshine
3 To summarise the details of the recent meeting

b Students work individually to complete the contact report and then check their answers in pairs.

Answers
2 campaign 6 deadline
3 budget 7 adverts
4 print 8 reason
5 prime-time 9 queries

c Students discuss the questions in pairs and then feed back to the class.

Answers
1 Dear plus name at the beginning and Yours sincerely at the end.
2 None
3 In the top left there is the recipient’s / client’s address and in the top right there is the sender’s / company’s address.
4 Underneath the recipient’s address
5 Yes. However, it is written in note form and has section titles, which are two features that formal letters don’t usually have.

d Students work in pairs to underline useful phrases and then feed back to the class.

e Students plan their writing in class individually or with a partner, and complete it as a homework activity. Students should use the phrases they underlined in Exercise 2d.

Extension activity: simulation part 1
Students work in small groups. Each group should represent a different advertising agency, and hold a meeting to plan an advertising campaign for the agency itself, intended to attract new clients. The campaign will involve billboards, print, TV and internet advertising. In this first part of the simulation, they should decide on a general theme for the campaign, and prepare a simple billboard advert to launch the campaign. When the billboard adverts are finished, students display them on a class noticeboard or post them on a class website, and decide as a class which are the best / funniest / most effective.
Creating a print advert

Before you begin …
Print or cut out some authentic newspaper adverts in English, but cover/delete the name of the product as well as any images of it. Students have to work out what is being advertised in each case and then decide which adverts are most effective, and try to work out what makes some of the adverts more successful than others. You can also print some adverts from the internet if you don’t have access to English-language newspapers.

Online newspaper adverts
http://www.newspaperadsonline.co.uk/

3

a Students discuss the questions in groups and then feed back to the class.

b Students discuss the questions in pairs and then feed back to the class.

Answer
2 They are advertising American newspapers: the International Herald Tribune and the New York Times.

C Students discuss the questions in pairs and then feed back to the class.

Answers
1 ‘You have to know’ about the New York Times’ advantageous subscription conditions and ‘you have to know’ what is happening around the world.
2 It is referring to the world. The message of the ad is that by subscribing to the International Herald Tribune, which is easy to do, you will find it easier to make sense of our complex world.
3 Both adverts use direct statements (‘Because you have to know’, ‘It’s a complicated place’) to grab the reader’s attention and encourage him/her to read on. Both adverts also have hidden messages and include hardly any nouns.

4

a Students discuss the questions in pairs and then feed back to the class.

Suggested answer
2 Short slogans are more effective for grabbing attention, and may be more memorable. Longer slogans may be effective if there is a lot of information to be conveyed.

b Students work in pairs to complete the table. Point out that they will have to use some of their real-world knowledge, as well as some guesswork.

Answers
2 coach company / Greyhound USA
3 vermouth (drink) / Cinzano
4 tour operator / Thomas Cook
5 bank / Barclays
6 chocolate / Mars
7 magazine / TIME
8 beer / Miller

C Students discuss the questions in pairs and then feed back to the class.

Answers
1 The Independent, Greyhound, Cinzano and Thomas Cook ads contain no nouns.
2 Verbs, adjectives and pronouns are used to convey the meaning instead.
d Students work in pairs to complete the table and then feed back to the class.
Point out that there may be more than one example for each language device.

Answers
2 repetition / 2/5
3 emphatic language / 3
4 word play / 7
5 personal pronouns / 1
6 rhyme / 4/6
7 metaphor / 8
8 comparisons / 2

e Students discuss the questions in pairs and then check their ideas on page 108.
Discuss any surprises with the class.

Answers

<p>| Top 20 adjectives and verbs in advertising |</p>
<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 new</td>
<td>make</td>
<td>11 crisp</td>
<td>look</td>
</tr>
<tr>
<td>2 good/better/best</td>
<td>get</td>
<td>12 fine</td>
<td>need</td>
</tr>
<tr>
<td>3 free</td>
<td>give</td>
<td>13 big</td>
<td>love</td>
</tr>
<tr>
<td>4 fresh</td>
<td>have</td>
<td>14 great</td>
<td>use</td>
</tr>
<tr>
<td>5 delicious</td>
<td>see</td>
<td>15 real</td>
<td>feel</td>
</tr>
<tr>
<td>6 full</td>
<td>buy</td>
<td>16 easy</td>
<td>like</td>
</tr>
<tr>
<td>7 sure</td>
<td>come</td>
<td>17 bright</td>
<td>choose</td>
</tr>
<tr>
<td>8 clear</td>
<td>go</td>
<td>18 extra</td>
<td>take</td>
</tr>
<tr>
<td>9 wonderful</td>
<td>know</td>
<td>19 safe</td>
<td>start</td>
</tr>
<tr>
<td>10 special</td>
<td>keep</td>
<td>20 rich</td>
<td>taste</td>
</tr>
</tbody>
</table>

Extension activity: advert techniques
Students look again at authentic adverts to decide if they use the techniques from
Exercises 4c, 4d and 4e.

f Students work individually to complete the slogans.

Answers
2 Get (comparison, rhyme)
3 good, better (comparison)
4 new, new, new (alliteration / repetition)
5 best (comparison)
6 Take (personal pronouns)
7 big (personal pronouns)

g Students discuss the question in pairs.

h Students work in groups to create their print ads. When they are finished, put
the ads on a wall display, or post them on a class website.

Extension activity: simulation part 2
Students check whether their billboards can be improved using the language
techniques from this section. They then plan and produce print ads for their
advertising agencies. The ads should make full use of the language techniques
from this section.
Creating a screen advert

Before you begin …

If you have the facilities to connect to the internet in your classroom, find some authentic screen adverts in English, for example search www.youtube.com for advert/ad/commercial + the name of a well-known brand. Discuss with the class which adverts are funniest / cleverest / most effective. Focus not only on their entertainment value, but also on their ability to persuade viewers, i.e. you and your students, to buy the advertised product. Try to analyse the adverts with the class in terms of techniques used, especially language techniques.

5 a Students discuss the questions in pairs and then feed back to the class.

b Students listen to the meeting to make notes and then compare their ideas in pairs.

Answers

2 The main message that Mr McEwans, brand manager of The Daily Sunshine, wants to convey to his readers
3 The other important message that Mr McEwans wants to convey
4 A tree common in Madagascar, suggested as a symbol to represent freedom of speech and the sharing of ideas
5 Continent where baobabs can be found
6 Composer of the New World Symphony, the suggested soundtrack for the ad

c Students discuss the meaning of the slogan in pairs and then feed back to the class.

Answers

The slogan uses wordplay: lies has a double meaning (telling lies and lying in the sun). The advert wants to stress the honesty and independence of the newspaper.

Extension activity: voice-over

Write the text of the voice-over on the board.


Ask the class what language techniques it uses.

Suggested answers

Omission of words
It was voted paper of the year.

Wordplay / imagery
The idioms a new dawn = a new beginning, a fresh start and to shed light on something = to provide information, to reveal the truth, are both connected with the image of sunshine.

d Students listen again and complete the extracts.

Answers

1 have you got 6 apart from
2 thoughts on 7 go for it
3 about 8 pursue
4 been done before 9 don’t we
5 come up with 10 fantastic
e Students work individually to complete the table and then check their answers in pairs.

**Answers**

- **Inviting people to express their ideas**
  - What have you got?
  - Any thoughts on ... ?
  - What have you come up with?

- **Proposing ideas**
  - How about ... ?
  - Why don’t we ... ?

- **Accepting ideas**
  - I think we should go for it.
  - If everyone agrees, let’s pursue this idea.
  - That’s a fantastic idea.

- **Rejecting ideas**
  - Good idea, but I’ve got a feeling it’s been done before, hasn’t it?
  - Well, it seems like a good idea, apart from ...

f Discuss the question as a class.

**Answers**

- Followed by a gerund (the -ing form):
  - how about, what about
- Followed by infinitive without to:
  - we could, why don’t we, let’s

**Extension activity: test your partner**

Students test each other in pairs by reading one of the headings in the table to elicit as many phrases as possible from their partner. They may prompt their partners by providing the first/next word if necessary, but they may not provide more than five words as prompts for any column.

g Students work individually to complete the sentences and then check their answers in pairs.

**Answers**

1. use
2. doing
3. shoot
4. getting
5. use

**Extension activity: useful words and phrases**

Students read audioscript 7.3 to find useful words and phrases connected with advertising and visual techniques and with the meanings of ideas and symbols. Write their words and phrases on the board.

**Suggested answers**

- Advertising and visual techniques: a catchy slogan; to arouse people's curiosity; a TV campaign; the foreground / the background; to turn into something; to reveal something; to give something that final touch; a voice-over.
- Meanings of ideas and symbols: to convey an idea to somebody; to symbolise something; to remind somebody of something; to be struck by the way something happens; to stand for something; to convey a message; to imagine something.
b Students work in groups to brainstorm their ideas using the language from Exercise 5e. The alternative campaign should complement the screen campaign, i.e. it should convey the same message, and perhaps use similar language and metaphors, but not be identical.

7 a Students work individually to complete the matching exercise and then check their answers in pairs.

Answers
2 a 3 g 4 b 5 e 6 d 7 f

Extension activity: test your partner
Students test each other on the vocabulary by reading a definition to elicit the word or phrase from their partner.

b Students work individually to complete the document and then check their answers in pairs.

Answers
2 Campaign aim
3 Voice-over
4 Super
5 Mood/Lighting
6 Shooting storyboard (SS)
7 Music
8 Timetable and logistics

Extension activity: useful words and phrases
Ask the class to find useful words and phrases in the main body of the PPM document connected with making an advert and write these up on the board.

Suggested answers

to shoot an ad; publicity; to relaunch something; a nuance /njuːˈwɒntz/; on location; the atmosphere of an ad; to highlight something; a reveal–suspense sequence; light effects; a fade-in effect; defined; to fade out; to reveal something; to be on air.

c Students discuss the questions in pairs and then feed back to the class.

d Students work in groups to brainstorm their TV ads. The follow-up writing can be done as a homework activity or by groups in class. Avoid getting students to present their ads, as this will undermine Exercise 8g.

Extension activity: simulation part 3
Students plan, script and produce a TV ad for their advertising agencies. If you do not have access to video recording equipment, students may perform or present their ads to the class. When the ads are finished, the class decides which ones are the best.
Presenting a finished ad

Before you begin …
As a class, think of situations where media professionals might have to give presentations.

Suggested answers
When giving training (internal training, at conferences, etc.); when persuading a client or colleague to buy a product or implement a strategy, for example; when reporting results (to justify the time and money spent obtaining them, and to share information obtained); when presenting a programme on TV or radio etc.

8 a Students discuss the questions in pairs and then feed back to the class.

b Students listen and answer the questions.
▶14 page 98

Answer
1 Four people

c Students listen again and complete the table.
▶14 page 98

Answers
1 b 2 c 3 a

d Do this exercise as a class and write the phrases on the board.

Suggested answers
Introducing yourself: My name is [name] and I’m the [job title] here at [agency].
Starting a presentation: First of all, let me show you …; I’d like to start by talking about …
Explaining the details of an advert and saying why it’s special: As you can see, we’ve tried to create an atmosphere of …; We’re especially pleased with the way the … has worked; This sequence is designed to create a sense of ….

e Students work in pairs to think of their questions.

Extension activity: Q&A
In groups, students role play a question-and-answer session about the advert for The Daily Sunshine. The students representing the advertising agency should use the positive language from Exercise 8c in their answers.

f Students work in groups to complete the sentences and add more of their own ideas.

g Students role play the presentation in pairs using the useful language from this section. Swap roles and repeat.

h Students work with the same partner as in Exercise 8g. Together, they present their ads to the rest of the class. After all the presentations, the class votes to decide on the best presentation.
Extension activity: simulation part 4
Students complete their advertising campaigns for their agencies by creating a viral advert. The aim of the advert is for potential clients to watch the advert online, and be so impressed/entertained by it that they then forward a link to their friends, who forward it to their friends, and so on. For some examples, search YouTube for viral advertising and similar terms. The students’ advert should of course include at least some English, and will be limited by the technology you have available. If you do not have the resources available to produce such an advert, students should meet to plan their ads and then present their ideas to the class, using the language from this unit.
When the viral adverts are finished, students should post them online, for example on YouTube, to see if they attract any interest and succeed as genuine viral adverts.

Extension activity: Unit 7 extra activity
Students work in pairs to complete the crossword. Point out that the numbers in brackets refer to the number of letters in each word of the answer. The first pair to finish is the winner. Note that most of the answers have come up in the unit, but there are some which will test students’ knowledge of advertising vocabulary. If you think students will struggle, the winning team can be the first pair to answer a specified number of clues.
Background information and useful web links

Advertising agencies range from very small one- or two-person companies through to multinational groups. Within an agency, there are typically teams for each of the main functions:

A creative department, including copywriters (who write the words for adverts) and art directors (who are responsible for the visual aspects of the adverts), that often works with outside agencies or production studios to produce the adverts.

The account services department manages the relationship with clients, especially to determine the goals and strategies of the advertising campaign.

The creative services department deals with the practical side of creating adverts, such as arranging printing or dealing with broadcasters.

Other departments include the traffic department (which manages the flow of work between the various teams) and the research department (which analyses markets, industries, competitors, etc. on behalf of clients or in preparation for campaigns).

Adverts may be delivered via television, radio, cinema, magazines, newspapers, video games, the Internet and billboards. Adverts may be placed in a wide range of public places, for example the sides of buses or buildings, in lifts or the screens of ATMs, etc., or may be distributed on leaflets, flyers and brochures. Audio adverts may be heard over public address systems in shops or in telephone recorded messages.

Useful web links:
- An introduction to the work and organisational structure of advertising agencies http://en.wikipedia.org/wiki/Advertising_agency
- Various forms of advertising http://en.wikipedia.org/wiki/Advertising
- ADDY awards for advertisements http://www.aaf.org
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

Go to page 110 for essential background information on the topic and useful web links.

Don’t forget to explore the Extra activities for this unit

Refers to Student’s Book pages

Analysing market trends and taking action

Before you begin...

Build a word web on the board using these and the students’ own ideas (starting in the middle and working outwards). List the departments in a media company (such as a magazine publisher) and write these around the outside of the board. Ask how the marketing department interacts with each of these other departments. There may be several interactions for some departments. The suggested answer below is just the beginning of such a diagram; your students should be able to expand it and provide many more links.

1 a Students discuss the questions in pairs and then feed back to the class.

b Discuss the questions as a class. Draw students’ attention to the interchangeability of the words chart and graph. Ask students if there is a third type of graph (a line graph). Do the graphs show good or bad results for Sparkle?

Answers
Graph 1: bar chart
Graphs 2 and 3: pie charts
Students work individually to complete the description and then check their answers in pairs.

**Answers**

2 by 5 of
3 from 6 on
4 to

d Discuss the question as a class. Avoid confirming students’ ideas, as this will pre-empt Exercise 2a. Check students’ understanding of the difference between percent and percentage points (see background information on page 14).

**Answers**

Sparkle's market share has decreased from 35.1% in 06/7 to 28% in 07/8.

2 a Students listen and check their answers.

➤ 1 page 98

b Students listen again and tick the phrases they hear.

➤ 1 page 98

**Answers**

**Talking about trends**

Sales are falling.
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.

**Language note**

*Respectively* is used to give separate pieces of information about two or more entities. For example, *Sales of Magazines C and D decreased by 5% and 10% respectively* = Magazine C lost 5% and Magazine D lost 10%.

c Students discuss the phrases in pairs and then feed back to the class.

**Answers**

**Phrases that describe positive change:**

Profits are improving.

**Phrases that describe negative change:**

Sales are falling.
Our losses are increasing.
There's been a dramatic 20% decline in the number of copies sold.
Sales have dropped from …
We lost 7 percentage points of our original market share altogether.
Our competitors' sales have risen by …
Our profits slumped by 27%.
Extension activity: describing trends

As a class, make a list of positive and negative nouns and verbs for describing trends. Underline the stressed syllables and note the irregular verbs.

<table>
<thead>
<tr>
<th></th>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive changes</td>
<td>An improvement</td>
<td>To improve</td>
</tr>
<tr>
<td></td>
<td>An increase</td>
<td>To increase</td>
</tr>
<tr>
<td></td>
<td>A rise</td>
<td>To rise (rose, risen)</td>
</tr>
<tr>
<td>Negative changes</td>
<td>A fall</td>
<td>To fall (fell, fallen)</td>
</tr>
<tr>
<td></td>
<td>A decline</td>
<td>To decline</td>
</tr>
<tr>
<td></td>
<td>A drop</td>
<td>To drop</td>
</tr>
<tr>
<td></td>
<td>A loss</td>
<td>To lose (lost, lost)</td>
</tr>
<tr>
<td></td>
<td>A slump</td>
<td>To slump</td>
</tr>
</tbody>
</table>

Students describe the trends in pairs. You could make this more difficult by telling them not to look at the phrases in the book, but only the nouns and verbs on the board, to help them describe the graphs.

Students discuss the question in pairs and then feed back to the class.

Students listen and tick the points discussed.

Extension activity: improving sales

Students discuss in pairs what general suggestions are made to deal with the problem with Sparkle’s sales and listen again to check. When you go through the answers with the class, write up students’ answers on the board, as this will help in Exercise 3a (which will also provide an opportunity to check students’ understanding of the marketing vocabulary).

Students listen and make notes of the suggestions.

Answers

Implementing a new communication strategy
Online magazines

Raise brand awareness; look carefully at the four Ps; get the marketing mix right; set new objectives; take into account findings from competitor analysis and trend report; redesign overall communication strategy; increase consumer awareness; reinforce image; investigate new communication tools; integrated marketing communications

Restyling the magazine, bringing in a fashion consultant, running an advertising campaign, including new content
Extension activity: vocabulary focus

Write the following words and phrases on the board: photos, font, budget, coherent strategy, PR, press office, content, as soon as possible, eight months, chief executive officer. Students listen again to find out what was said about each word or phrase and then discuss their answers with a partner.

Answers

They should use more creative and original photos; they may need a more appealing font; it always depends on the budget; they need to come up with a coherent strategy; the PR and press office will both play a key role; Hilary is suggesting the inclusion of new content; they need to relaunch as soon as possible; the launch will be in eight months; Hilary has a meeting with the chief executive officer.

Students discuss the plan in pairs.

3 a Students work individually to complete the excerpts and then check their answers in pairs.

Answers

2 a 3 f 4 g 5 d 6 b 7 e 8 c

b Students work individually to complete the exercise and then check their answers in pairs.

Answers

1 market segment
2 promotion
3 brand awareness
4 demand
5 trend report
6 communication strategy
7 needs; IMC
8 advertising campaign
9 readership; boost

Extension activity 1: test your partner

Students work in pairs to test each other on the vocabulary from Exercises 3a and 3b. One student either reads a sentence from Exercise 3a, saying BLANK instead of the gapped word, or reads a definition from Exercise 3b, to elicit the correct word from the other student.
Extension activity 2: Unit 8 extra activity

Students work in pairs to complete the extracts from the three audioscripts (8.1, 8.2 and 8.3), by putting the verbs in brackets in an appropriate form. Point out that some of the verbs may be in the infinitive, for example to do, or present participle, for example doing. Point out also that sometimes more than one verb form is possible but that the one used in the audioscript is the most logical.

When you have checked the answers, point out that the phrases will be useful to students in the role play in Exercise 3c. Write the following categories on the board: Describing a problem
Asking for information
Asking for and suggesting solutions
Making decisions

Students work in pairs to decide which phrases go in which categories. There may be some disagreement.

Suggested answers
Describing a problem: 1, 2, 4, 11, 12, 13
Asking for information: 3, 5
Asking for and suggesting solutions: 6, 7, 9, 10
Making decisions: 8, 14, 15, 16, 17.

As a follow-up, ask students to underline other phrases in the extracts in Exercise 3a, and to decide which of the above categories each belongs to. Encourage students to use as many of the useful phrases as possible during the role play.

Suggested answers
1 It seems that … (Describing a problem)
2 Obviously the problem is with … (Describing a problem)
3 We need to … (Making decisions)
4 We can … if we look carefully at … (Asking for and suggesting solutions)
5 We also need to take into account … (Making decisions)
6 I also think we need to … (Asking for and suggesting solutions)
7 We should … so we can …. That's the solution to the problem. (Asking for and suggesting solutions)
8 It would be great if we could also have … (Asking for and suggesting solutions)
9 I believe that both of these ingredients will … (Asking for and suggesting solutions)

Note that the worksheet also contains three graphs, which can be used in the role-play below, or simply for extra practice of the language of describing graphs.

C Students role play the meeting in groups. You could use the graphs in extra activity 8.

Extension activity: simulation part 1

If you have been using the simulations throughout the course, your students should have produced a large number of creative documents, for example newspaper and magazine articles, billboards, etc., and recordings, for example radio programmes, film extracts, adverts, etc. The purpose of the simulation in this unit is for students to find a way of promoting an exhibition of their work, which they should put on for friends, colleagues, teachers and/or members of the public at the end of this unit.

In this part, they should plan their exhibition (who will be invited, where and when it will take place, which pieces of their work will be exhibited, how the exhibition will be organised, etc.) and produce posters promoting the event. Ideally, this should take the form of a teaser campaign, i.e. an advertising campaign which arouses people’s curiosity and gets people talking without revealing what the campaign is for, with the aim that when the purpose is revealed later, members of the public will be interested to find out more.

http://wordpress.com/tag/teaser-campaign/
Setting up a marketing communication strategy

Before you begin …

Check students’ understanding of Mission – Objectives – Strategies – Tactics. Students discuss what they might mean, with examples, for Sparkle in its current situation. When you discuss students’ ideas with the class, point out that this MOST analysis (or variations of it) is a basic tool in planning marketing campaigns.

Suggested answers

Sparkle’s mission should be a long-term statement of why the company or product exists. This should not change during good or bad times. In the case of Sparkle, its mission might be something like “To be the market leader in terms of market share and revenue in the international market for jewellery magazines”. Sparkle’s objective at the moment is to regain sales and market share, or simply to survive in the face of strong competition. It also wants to raise brand awareness. It will change its objectives depending on the situation it faces. Its strategy at the moment, i.e. its plan to achieve its objectives, includes a relaunch of Sparkle and a redesigned communication strategy, including an advertising campaign. Sparkle’s tactics, to be discussed later in this section, are the actual steps involved in implementing its strategies. For example, how will the relaunch event be organised, how will it attract attention, how will its success be measured, etc.

4 a Students discuss the questions in pairs and then feed back to the class. Ask for some famous examples of celebrity endorsement.

Answers

1 A public relations (PR) department is responsible for creating a favourable reputation of the company and its products/services amongst the general public. A press office (PO) is responsible for answering questions from journalists about the company, its products and services and for providing them with information.
2 Events involving celebrities, the press, etc. can attract people’s attention, or at least curiosity.
3 Celebrity endorsement can give potential customers confidence and create a sense of excitement around a brand or product.

b Students listen and answer the questions.

Answers

1 The fact that budget has been approved for an advertising campaign
2 Yes, they do.

Extension activity: vocabulary focus

Write the following words and phrases on the board: atmosphere, cancelled, advertising campaign, endorsement, press and TV, generous budget, synergy, visibility. Students listen again to find out what was said about each word or phrase and then discuss their answers with a partner.
The atmosphere is more relaxed this week; Another project has been cancelled; The relaunch will include an advertising campaign; This will involve the endorsement of two actresses; The actresses will endorse Sparkle both in the press and on TV; There is a generous budget of $2 million for the relaunch; They need to create a synergy between the advertising campaign and the other communication channels; The advertising campaign will help to maximise visibility.

Check students’ understanding of all the words in the document including save-the-date (see definition 2 on page 88 of the Student’s book). Students listen to find the mistakes and then discuss their answers in pairs.

Students listen again and complete the extracts.

Students discuss in pairs which word on the left goes with which word on the right, then listen again to check. As a follow-up, ask the class what was said about each pair of words.
**Organising the relaunch of a product**

*Before you begin…*

Print some authentic press kits and press releases from the internet – do a search for *press kit* or *press release*; some examples are here:

- [http://www.bbc.co.uk/pressoffice/pressreleases/](http://www.bbc.co.uk/pressoffice/pressreleases/)

In small groups, students analyse the documents to find out what sort of information they contain and then feed back to the class.

5 a Students discuss the questions in pairs and then feed back to the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A press kit could contain background historical information on the company; an information sheet listing specific features, statistics or benefits of the product/service; details of past press coverage; photos; CD, DVD; software; video; sample products; etc.</td>
</tr>
<tr>
<td>2 A company might use a press kit for product launches, new company launches, mergers and acquisitions, news conferences, and other large promotional events and industry trade shows.</td>
</tr>
<tr>
<td>3 Public relations are a vital element in keeping contacts with the general public and taking care of the image of an organisation/company. Organising events (for example, the launch of a new product) is one of their main responsibilities.</td>
</tr>
</tbody>
</table>
b Students listen and tick the points discussed.

Answers
Having just a few more deadlines to meet
Proofs for the press kit
Sample designs for the cover
The hard work of everyone on the team
The difficulty in getting testimonials from celebrities
A slogan for invitation cards

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Students listen again and tick the phrases they hear.

Answers
That’s good.
I’m sure you’re doing an excellent job with the press kit.
Excellent!
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.

Extension activity: test your partner
Students test each other in pairs by reading the beginning of one of the phrases to elicit the ending from their partner.

d Students discuss the questions in pairs and then feed back to the class.

Answers
1 The press manager says that she likes one particular photo showing a woman holding a rose, as it looks elegant and refined which is the kind of audience they are aiming to attract.

Students role play the meeting in pairs. Encourage them to use the language from Exercise 5c.

6 a Students discuss the questions in pairs and then feed back to the class.

Answers
1 A press release, or news release, is a public statement for the press to publish if they wish. It is intended to convince a reporter or an editor that a particular service, event, product or person deserves to be in the news.
2 It can be part of a press kit (as, for example, in the Sparkle event); it can be sent alone or with a pitch letter.

b Students work individually to complete the press release and then check their answers in pairs.

Answers
1 Historical background
2 Innovative approach
3 Target market
4 Expert advice
5 Accessing the product
C Students discuss the questions in pairs and then feed back to the class.

Answers
1 effective, powerful
2 short, focused
3 The writer is using adjectives to enhance his/her description of Sparkle's new features; the short, focused sentence structure helps the reader to maintain attention, and creates a greater impact than using long, complicated sentences.

Extension activity: press releases
Students work in pairs to analyse some authentic press releases as in Exercise 6c. You can use the same ones as you used in the warm-up activity. Ask students to underline useful phrases in the authentic press releases in preparation for Exercise 6d.

Students underline useful phrases from the press release. Students plan their writing in class individually or with a partner, and complete it as a homework activity.

Extension activity: simulation part 3
Students create a press release (or a complete press pack) for their exhibition. Ideally, students could send their press releases (either the originals in English or a translation if necessary) to local journalists to try to generate some publicity for their events.

http://en.wikipedia.org/wiki/Press_kit
http://www.pressbox.co.uk/contpr1.htm
http://advertising.about.com/od/publicrelationsresources/a/fivepresskits.htm

Evaluating the success of a relaunch

Before you begin …
Discuss with the class how the success of a relaunch may be evaluated, and how this success may be measured.

Suggested answers
- An increase in sales (measured in units sold or %)
- An increase in market share (measured in percentage points)
- An increase in advertising space sold (measured in dollars/Euros, etc.)
- An increase in customer awareness of the brand (measured through focus groups and market research)
- An improvement in customer perceptions of the brand (measured through focus groups and market research)
- Positive reporting of the relaunch in the press (measured in terms of readership figures for favourable and less favourable press reports)

7 a Students discuss the questions in pairs and then feed back to the class.

Answer
2 Advertising space is the major source of income for newspapers and magazines.
b Students discuss in pairs which items they expect to be discussed at the meeting.

Suggested answer
All five items could be discussed.

Extension activity: relaunch evaluation
Students discuss how each item would be evaluated to assess whether the relaunch has been successful. Do the first with the class as an example. Has there been an increase in revenue from the sale of advertising space? How big has this increase been? Is the increase completely due to the relaunch, or do other factors need to be considered, for example seasonal variations in revenue, trends in the market as a whole?

c Students listen to check their predictions and then discuss in pairs what was said about each item.

Answers
Effect on revenue from the sale of advertising space
Response of the press
Feedback from advertisers

d Students listen again and mark the statements True (T) or False (F).

Answers
1 T 2 F 3 F 4 F – 1.12 5 T

e Students work individually to complete the extracts and then check their answers in pairs.

Answers
2 has been 6 received
3 ‘ve received 7 has been
4 has been 8 ‘ve seen
5 ‘ve managed 9 ‘ve regained

Language note
Eight of the nine extracts use the present perfect (simple or continuous). In each of these cases, the speaker is focusing on the present result of the events, i.e. the magazine is looking much healthier now than before the relaunch, rather than on the time the events took place. Sentence 7 uses present perfect continuous, because in this case the speaker is focusing on the present results of an ongoing process rather than a single event. In sentence 6, present perfect would also be possible, but only if the time reference (this morning) were considered to be a present time rather than a past time. The speaker’s choice of past simple tells us that she sees this morning as finished.

f Discuss the question as a class.

Answers
Most of the sentences in Exercise 7e refer to recent events that have an impact on the present, hence the use of the present perfect. Sentence 6, however, refers to a specific event in the past (receiving the report this morning) so uses the past simple.
g Students read the article to answer the questions and then check their answers in pairs.

Answers
1 Positive. The article seems to validate the communication strategy chosen by the team, particularly the use of celebrity endorsement and product placement. It is also complimentary about the new layout and design.
2 The magazine was launched in the mid-1970s, not in 1986. The online version of Sparkle should be available from October.

Extension activity: vocabulary quiz
Divide the class into teams for a vocabulary quiz based on the article. Teams take turns to choose a number. Ask the question for that number, and allow up to five seconds for the team to find the answer in the text. If they get it wrong, the next team may choose the same question or a different one for their turn. Award a point for each correct answer. The team with the most points at the end is the winner.

1 What adjective suggests that something is made up of many very different elements? (varied)
2 What noun phrase (two words) refers to a very small but specific segment of society, which may be targeted in marketing campaigns? (niche market /niːʃ mɑːkɪt/)
3 What verb means celebrate? (rejoice)
4 What adjective means sophisticated or exclusive, or aimed at very rich customers? (high-end)
5 What noun phrase (two words) refers to a publication printed on very good quality paper? (glossy magazine)
6 What verb and preposition combination means to target somebody specific or to meet the needs of somebody specific? (cater to somebody)
7 What adjective means rich? (affluent)
8 What adjective means elite, and suggests that something has a reputation for high status? (prestigious)
9 What verb means to get back something that you have lost? (regain)
10 What two verbs mean to make something stronger? (strengthen and reinforce /rɪˈstrɒŋt/)
11 What noun means the subjective way people see/interpret something? (perception)
12 What adjective means new, creative and inventive? (innovative)
13 What noun refers to the group of customers for a magazine or newspaper? (readership)
14 What noun phrase (two words) refers to the practice of having your brand appear in films or on TV? (product placement)
15 What noun means something good or valuable that you have? (asset)
16 What verb refers to famous people using or recommending a product? (endorse)
17 What noun phrase (two words) refers to a common sales outlet for printed media? (newspaper stand)
18 What noun refers to a part of a city? (quarter)
19 What noun refers to something which is interesting because it is new? (novelty)
20 What adjective means that you can look at a magazine online without having to buy it? (browsable)
h) Students discuss the questions in pairs and then feed back to the class.

**Suggested answers**

1. People often trust positive press coverage more than enthusiastic advertising, because it is seen as independent and more reliable. Press coverage is also a cheap and effective way of raising brand awareness. At the same time, very negative press coverage could completely undermine other marketing efforts.

2. Even bad publicity raises brand awareness, which may be in a company’s long-term interest (although of course good publicity is much better). A famous example is Skoda (cars), which used to be a well-known make of cars with a reputation for low quality. Nowadays it has a much better reputation, and can benefit from the high brand awareness resulting from the earlier bad publicity.

i) Students role play the meeting in groups. Encourage them to use the useful language from this unit.

**Extension activity: simulation part 4**

Students prepare to hold their exhibitions. They should plan how they are going to present their work, for example using multi-media presentations, and in particular the language they are going to use in their presentations. When you hold the exhibition itself, aim for it to take place entirely in English (although this may be difficult if some guests cannot speak English).

If your circumstances do not allow you to put on such an exhibition for the public, you could still simulate one, with students acting as guests at each other’s exhibitions. Encourage the guests to give feedback on the work on display. As a follow-up, they could write their own newspaper articles reviewing the exhibitions they attended.
Background information and useful web links

Marketing is a huge area, so obviously this unit can only offer an introduction to some aspects of marketing.

A key concept in marketing is the four Ps: price, product, place and promotion.

Price
Getting the price right, so the product brings in a respectable income and appeals to the right target market. Issues include discounts and special offers, credit terms, warranties, returns i.e. replacements for faulty goods, etc.

Product
Getting the right product for the right target market. Issues include product name, new product development, product design, features, size, packaging design, quality control, product range, etc.

Place
Getting the product to the right place at the right time, and making sure customers who want to buy the product have access to it. Issues include inventory (size of stocks held), distribution channels, transport, points of sale.

Promotion
Attracting customers' attention and getting the desired message across. Issues include: advertising, personal relations (PR), direct sales, sponsorship, events, publicity, etc.

In addition to these Ps, some people have suggested more, including:

Packaging
The colours, design, quality and quantity of the packaging, as well as the language used, may be considered a separate P from Product. Consider, for example, Coca-Cola, whose cans and bottles are as much a part of the image as the drink inside.

People
Important for creating and maintaining a company's reputation, for selling and for customer service.

Physical environment
Making the point of sale as pleasant as possible, for example a luxurious car showroom, a children's play area in a department store, pleasant aromas and music in a supermarket, etc.

Process
The way the product is made or distributed may be improved/customised, etc. to improve customer service.

Marketing departments should avoid concentrating too much on one or two of these Ps, but instead they need to find the best marketing mix (= balance between the various Ps) for their own situation.

Graphs and charts are visual ways of presenting information. There is no difference between the two terms. Graphs very often present information as percentages (for example, market share = what part of a particular market does each company/brand/product have). When talking about changes in market share, for example, an important difference is between percent (%) and percentage points. This difference is best illustrated using a simple example. The total market for a particular type of magazine is 1000 copies per month. Magazines A and B both have sales of 300 copies, which give them each a market share of 30%. If the total size of the market stays stable at 1000 copies, and Magazine A sees a 10% increase in sales, its sales are now 330 (= 300 + 10%), and its market share is 33%. At the same time, Magazine B sees an increase of 10 percentage points, meaning its market share is now 40% (= 30 + 10), giving sales of 400 copies.

According to the American Marketing Association, Integrated Marketing Communications (IMC) is “a planning process designed to assure that all brand contacts received by a customer or prospect for a product, service, or organization are relevant to that person and consistent over time”. It is growing in importance because of seven shifts in the nature of marketing.
• From media advertising to multiple forms of communication including promotions, product placements, mailers, etc.
• From mass media to more specialised media, which are centred around specific target audiences
• From a manufacturer-dominated market to a retailer-dominated market. The market control has transferred into the consumer’s hands
• From general-focus advertising and marketing to data-based marketing
• From low agency accountability to greater agency accountability – agencies now play a larger role in advertising than ever before
• From traditional compensation to performance-based compensation – this encourages people to do better because they are rewarded for the increased sales or benefits they cause to the company
• From limited internet access to widespread internet availability – this means that people can not only have 24/7 access to what they want, but that advertisers can also target potential buyers just as much

(Source: http://en.wikipedia.org/wiki/Integrated_Marketing_Communications)

Public relations (PR) is an important part of marketing, and involves managing a target market’s (or the general public’s) perceptions of a brand or organisation. Techniques used in PR include:

Providing news stories to the press, etc. as a cheap and effective way of getting publicity. News media are often happy to have someone else do their work and provide them with ‘stories’, such as new technological breakthroughs being launched into the market, news about celebrity bosses, awards given and received, charity work, events, etc.

 Appearing as a guest or an expert on TV talk shows, etc.

Putting the right ‘spin’ on bad news stories, for example managing a recall of a faulty or dangerous product. Reassuring the public and being seen to act responsibly.

Publicity stunts and other events designed to attract attention.

Lobbying decision-makers, for example politicians.

Collateral literature, for example brochures, websites.

A press office is a part of an organisation which deals directly with the press and other media, especially in relation to PR. It is responsible for producing and distributing press releases, i.e. messages that the organisation would like to be communicated, presented to make it easy for the media organisation to turn into a story. For major events (such as a new product launch), the press office may supply a full press pack, consisting not only of a press release but also samples of the product, photos, interactive CD-ROMS and other promotional literature, etc.

Useful web links

A good introduction to graphs and charts
http://en.wikipedia.org/wiki/Charts

Marketing mix
http://www.bized.co.uk/virtual/bank/business/planning/marketing/step2.htm

Public relations
http://en.wikipedia.org/wiki/Public_relations

Vocabulary

Celebrity endorsement is the process where a famous person publicly uses or recommends or is otherwise associated with a particular brand.

Product placement involves paying for a brand to appear in a film or TV programme, in order to increase visibility (the number of people who see / become aware of the brand, and the frequency of their contacts with the brand) and brand awareness.

Synergy is the process where two things work together to produce an effect greater than the sum of the two parts taken individually.

A demographic is a part of a population which can be treated as a group for marketing purposes, defined by, for example, age or income.