

CAMBRIDGE



• 专门用途英语课程系列

# 传媒英语

## Cambridge English for the Media

**Nick Ceramella  
and Elizabeth Lee**  
*Series Editor: Jeremy Day*

提供MP3下载

**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
[www.sflep.com](http://www.sflep.com)

• 专门用途英语课程系列

# 传媒英语

## Cambridge English for the Media

Nick Ceramella  
and Elizabeth Lee

*Series Editor: Jeremy Day*

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
[www.sflep.com](http://www.sflep.com)

 CAMBRIDGE  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

## 图书在版编目 (CIP) 数据

传媒英语 / (英) 塞拉梅拉 (Ceramella, N.), (英) 伊丽莎白 (Elizabeth, L.) 编著.  
—上海: 上海外语教育出版社, 2015  
(专门用途英语课程系列)  
ISBN 978-7-5446-3890-6

I. ①传… II. ①塞… ②伊… III. ①传播媒介—英语—高等学校—教材  
IV. ①H31

中国版本图书馆CIP数据核字 (2014) 第284797号

This is a reprint edition of the following title published by Cambridge University Press:

*Cambridge English for the Media Student's Book with Audio CD* (ISBN: 9780521724579)  
© Cambridge University Press 2008

This reprint edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press and Shanghai Foreign Language Education Press 2015

This reprint edition is authorized for sale in the People's Republic of China (excluding Hong Kong, Macau and Taiwan) only. Unauthorised export of this reprint edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of Cambridge University Press and Shanghai Foreign Language Education Press.

本书版权由剑桥大学出版社和上海外语教育出版社有限公司共同所有。本书任何部分之文字及图片, 如未获得两社书面同意, 不得用任何方式抄袭、节录或翻印。

此版本仅限在中华人民共和国境内 (不包括香港特别行政区、澳门特别行政区及台湾省) 销售。

图字: 09-2013-312号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflap.com.cn

网 址: <http://www.sflap.com.cn> <http://www.sflap.com>

责任编辑: 刘 蕊

印 刷: 常熟市华顺印刷有限公司

开 本: 850×1168 1/16 印张 7.25 字数 154千字

版 次: 2015年4月第1版 2015年4月第1次印刷

印 数: 5 000 册

书 号: ISBN 978-7-5446-3890-6 / H · 1406

定 价: 30.00 元

本版图书如有印装质量问题, 可向本社调换

# 出版说明

根据高等教育本科阶段人才培养新目标和大学英语教学新要求，外教社策划推出了“专门用途英语课程系列”。本系列教材以外教社已出版的多种拓展课教材为基础，吸纳专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，必将进一步推动我国大学英语教学的发展。

本系列教材包含“学术英语课程群”和“职业英语课程群”两大类。

- 学术英语课程群

侧重高级英语及学术英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：综合、视听说、演讲、写作等。

- 职业英语课程群

侧重提升与专业及职场相关的英语运用能力，在培养学生基本语言技能的基础上，教授与专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息，游刃有余地应对英语职场生活。

除了已出版的专门用途英语教材外，外教社还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

上海外语教育出版社



# Introduction

The main aims of *Cambridge English for the Media* are to improve your communication skills at work and your English language knowledge in key areas of the media. To give you as much practice as possible, each of the eight units contains:

- discussion of the media topic
- listening activities reflecting everyday media scenarios which allow you to learn the language used in different working situations, for example meetings, dealing with clients, and giving feedback
- realistic speaking activities that give you plenty of practice of the language you've looked at
- reading and writing practice, based on authentic media documents
- engaging topics and articles which ensure that learning is interesting and motivating

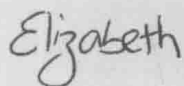
On the audio you hear people in the kind of media situations that you can encounter as a media professional, for example taking part in an editorial meeting, giving a briefing over the phone, shooting on location, giving a pitch, designing a home page, presenting an advertisement to a client and analysing feedback.

## How to use *Cambridge English for the Media* for self-study

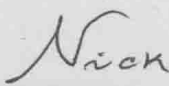
If you are working on your own, you can do the units in any order you like. Choose the topic that you want to look at and work through the unit doing the exercises and checking your answers in the answer key. Note down any mistakes you make, and go back and listen or read again to see what the problem was. It's a good idea to listen to the audio more than once and to read the audioscript afterwards to check that you've understood. For the speaking activities, *think* about what you would say in the situation. You could also try talking about the discussion points with your colleagues. Audioscripts and a complete answer key for the exercises are at the back of the book.

We hope you enjoy using the course. If you have any comments on *Cambridge English for Media*, we'd love to hear them. You can email us at [englishforthemedia@cambridge.org](mailto:englishforthemedia@cambridge.org)

Elizabeth



Nick



Nick Ceramella has a degree in modern foreign languages and literatures and teaching qualifications in both English language and literature. He is also a qualified secondary school teacher trainer. He has been a teacher for over thirty years, with extensive experience gained through his work in various Italian universities as well as in Britain, Brazil, Russia and Montenegro. He currently teaches English for media studies and business communication in the Department of Media Studies at the Libera Università Maria Santissima Assunta, Rome, as well as English and American literatures at the University for Foreigners, Perugia.

Elizabeth Lee has a degree in French and a master's in English Literature, as well as certificate and diploma qualifications in TEFL. She is a lecturer at the Università di Roma. She has been teaching for over 12 years and is an experienced author, having worked on ELT material for secondary school learners. She is also an experienced teacher trainer.

	<b>Skills</b>	<b>Language focus</b>	<b>Texts</b>
<b>UNIT 1</b>	Writing headlines Analysing newspaper articles	Creating cohesion in texts Using open and closed question forms	<b>Listening</b> An interview
Newspapers page 6	Practising interview skills Planning and writing a newspaper article	Understanding bias in texts Writing introductions and conclusions	<b>Reading</b> Newspaper headlines Newspaper articles Notes from an interview Plan for writing a newspaper article
<b>UNIT 2</b>	Understanding the language of radio presenters	Introducing radio programmes	<b>Listening</b> Briefing someone over the phone
Radio page 18	Understanding the production process Planning a news list Giving post-production feedback	The language of radio production Phrases followed by noun or gerund Giving instructions Phrasal verbs	<b>Reading</b> Radio commissioning brief 24-hour schedule of a radio producer A news list Post-production feedback email
<b>UNIT 3</b>	Composing magazine covers	The language of magazine covers	<b>Listening</b> An editorial meeting
Magazines page 30	Planning the contents of a magazine Giving instructions for a photo shoot Planning and writing a true-life story	Stylistic devices Future verb forms The language of email correspondence The language of answerphone messages Narrative tenses	Answerphone messages <b>Reading</b> An email arranging a photo shoot A true-life story
<b>UNIT 4</b>	Understanding the pre-production process	The language of television production	<b>Listening</b> Planning the agenda of a news broadcast
Television page 42	Organising a filming schedule Filming on location Editing a TV documentary	Expressing modality Vocabulary of filming procedures and equipment Asking for and making suggestions Vocabulary of editing a television documentary	Planning the making of a TV documentary Filming on location Editing a TV documentary <b>Reading</b> A filming schedule An email giving editing instructions
<b>UNIT 5</b>	Writing a screenplay	Features of written dialogue	<b>Listening</b> A pitching session
Film page 52	Pitching successfully Organising a shoot Writing a film review	Technical vocabulary of filming Vocabulary of film distribution Language connectors Language of film reviews	A pre-filming meeting <b>Reading</b> Scenes from a screenplay A query letter Internet advert for a pitching training session A film review



	<b>Skills</b>	<b>Language focus</b>	<b>Texts</b>
<b>UNIT 6</b>	Briefing a website designer	Technical vocabulary of websites	<b>Listening</b>
<b>New media</b> <b>page 63</b>	Analysing problems and providing solutions	Asking for and giving definitions and clarification	A meeting with a website designer
	Planning and writing a blog	Using adjectives to enhance a text	A podcast
	Creating a podcast	Words with multiple meanings	<b>Reading</b>
		The vocabulary of spoken language	A project vision statement
		Collocations	A web page
<b>UNIT 7</b>	Selling your services to a potential client	Reassuring and convincing	<b>Listening</b>
<b>Advertising</b> <b>page 74</b>	Creating a print advert	Language of slogans	A meeting with a prospective client
	Creating a screen advert	Language of brainstorming	A brainstorming session for an advertising campaign
	Presenting a finished advert	Technical vocabulary of screen adverts	A presentation of an advertising campaign
		Language for presenting	<b>Reading</b>
			A contact report
			Print adverts
			A pre-production meeting document
<b>UNIT 8</b>	Analysing market trends and taking action	Describing market trends	<b>Listening</b>
<b>Marketing</b> <b>page 84</b>	Setting up a marketing communication strategy	The vocabulary of communication strategies	A meeting to analyse sales of a product
	Organising the relaunch of a product	Expressing encouragement	A meeting to analyse problems and propose solutions
	Evaluating the success of a relaunch	Using the present perfect to describe improvements	A meeting to plan a relaunch
			A meeting to analyse effectiveness of a relaunch
			<b>Reading</b>
			Graphs
			An activity scheduling document
			A press release
			A newspaper review
<b>Audioscript</b> page 93			
<b>Answer key</b> page 101			
<b>Acknowledgements</b> page 110			



# UNIT 1

## Newspapers

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



### Writing headlines

1 a In pairs, discuss the following questions.

- 1 Which newspapers do you read? Why?
- 2 What's the biggest news story in your country at the moment?
- 3 Why are headlines important?
- 4 Do you find it difficult to read headlines in English? Explain why / why not.

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

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

1 **Paris probe proves palace innocent**

2 **Love's Labour's Lost**

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

4 **US cool on climate change**

5 **Weeping mum damns teenage killer thug**

6 **Family's pet dog butchered**

7 **Comedian rapped over slang word by TV watchdog**

8 **Government to axe 3,500 post offices**

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

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

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

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

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

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

- 1 Which of the following kinds of word are omitted from the headlines? articles, auxiliary verbs, main verbs, nouns, pronouns
- 2 Which of the following verb forms are used? *to* + infinitive, present simple, past simple, past participle
- 3 Which of the following are used? abbreviations, commas, full stops, exclamation marks

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

- 1 Three people have been killed in a terrible shop fire.

**Terrible shop fire kills 3**

Articles, preposition and one noun have been omitted; passive to active; present perfect to present simple; word to numeral (three/3)

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

**Boston Red Sox humiliate  
Toronto Blue Jays 8–0**

- 3 Police mistakes have led to 183 crimes not being detected.

**Police mistakes:  
183 crimes not detected**

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

**Lottery winner jailed for robbery**

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

- 1 A very rare breed of bird has returned to the United Kingdom after more than 400 years.
- 2 A drunk driver caused an accident on route 95, which resulted in two people being killed.
- 3 The Australian Prime Minister is going to open a new hospital in Melbourne.

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

Language device	Example	More examples
<b>Play on words</b> words with more than one meaning	US <u>cool</u> on climate change (cool = not warm; to be cool on = to not be keen on)	Comedian <u>rapped</u> over slang word by TV watchdog (to rap sb = to criticise sb formally; to rap = to perform rap)
<b>Cultural references</b>	Love's Labour's Lost (the name of a play by Shakespeare)	
<b>Alliteration</b> the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together	<u>P</u> aris <u>p</u> robe <u>p</u> roves <u>p</u> alace innocent	
<b>Emphatic language</b> words which have a stronger effect	<u>W</u> eeping mum <u>d</u> amns teenage killer thug	

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

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

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

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

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

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

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

5 **Space reality show axed**

3 **Gorgeous George – Clooney conquers Cannes**

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

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

## Analysing newspaper articles

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

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

### b In 2005, a shopping centre in Britain decided to ban people from wearing hooded tops (hoodies). In groups, discuss the following questions.

- 1 What do you think was the reason for banning hooded tops?
- 2 How do you think this might have been reported in the press?

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

liberal   emotive   conservative   reactionary   neutral

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

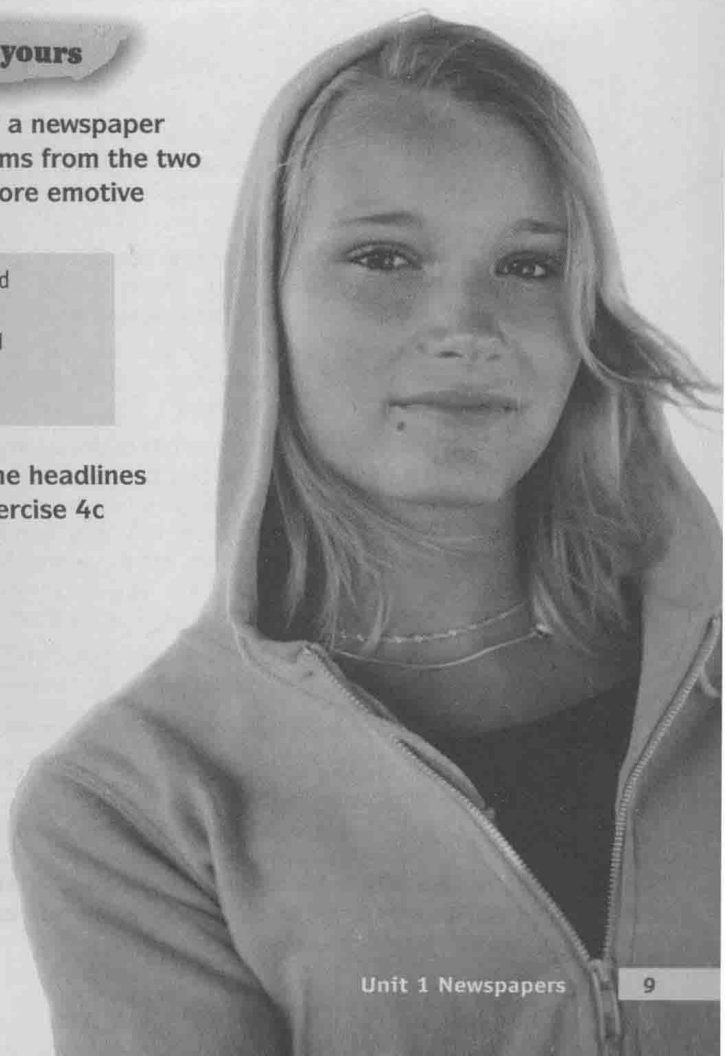
2 **Under that hoodie is a child like yours**

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

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

### e Read the two articles on page 10. Match the headlines to the articles. Were your predictions in Exercise 4c correct?

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



# A

1 THEY are the uniform of thugs  
and muggers and the sight of 20  
young people wearing them makes  
law-abiding citizens feel scared.

5 Hooded tops and baseball caps  
have been adopted by cowardly  
yobs up and down the land to 25  
hide their faces from CCTV  
cameras while they commit crime  
or terrorise victims unable to  
identify them.

So the decision by Bluewater 30  
shopping centre in Kent to ban  
the clothing has pleased people fed  
up with constant intimidation.

15 The Prime Minister backed the  
decision. He said: "I agree with it." 35

The Bluewater ban will be met

by cries of discrimination from  
innocent teenagers who argue  
they should be allowed to wear  
what they want.

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

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



# B

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

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

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

Many people feel intimidated and threatened by  
gangs of kids on their bikes with their hoods up. Kids  
hanging around on street corners, in front of cafes,  
in parks... Often they do no harm, but they don't  
15 move out of the way for old ladies, for women with  
pushchairs, for anyone. They behave as if they own  
the streets and most of the time most of us let them.

Yet to blame all this on clothes is too simplistic.  
To confuse anti-social behaviour with a clothes

20 item worn by everyone from Coldplay singer Chris  
Martin to the middle-aged man going to the gym is  
a mistake.

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

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

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

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

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

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

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

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

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

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

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

1 use of personal pronouns	a It is true that hoods and caps provide anonymity for those up to no good.
2 word groups / synonyms	b Some hoodies may even have been bought at the Bluewater shopping centre in Kent, which banned the wearing of hoods and baseball caps in its centre.
3 use of linking words	c The Prime Minister backed the decision. He said: "I agree with it."
4 omission of words that can be understood from the previous text or context	d Yet to blame all this on clothes is too simplistic.

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

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

They record crimes – 'they' refers to  
CCTV cameras

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

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

- The Bluewater ban will be met by cries of discrimination ... (Text A lines 18–19)
- ... Britain's retail crime epidemic, which is said to cost the industry £2 billion a year. (Text A lines 33–35)

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

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

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



## Practising interview skills

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

- 1 Do you ever interview people for work? Who? Why?
- 2 If you could interview any person in the world, who would you choose? Explain why. What would you ask them?
- 3 What makes a good interview?

### b ▶ 1.1 Katie Jones, a journalist, is being interviewed about her career in the media world for a newspaper article. Listen to the first part of the interview and tick (✓) the topics she talks about.

- |  |  |
|--|--|
| <input type="checkbox"/> Her family and friends      | <input type="checkbox"/> Her past jobs and education |
| <input type="checkbox"/> Television and the Internet | <input type="checkbox"/> Her present job             |

### c ▶ 1.2 Now listen to the second part of the interview and decide if the following statements are True (T) or False (F).

- 1 Katie thinks that newspaper format has changed during her career.
- 2 Newspaper sales are not increasing.
- 3 More and more people like to watch news on the Internet.
- 4 Journalists are becoming less important.

### d ▶ 1.1/1.2 Look at the plan Simon Young made for the article he is going to write about Katie Jones. Listen to both parts of the interview again and fill in the missing information.

#### PROFILE: KATIE JONES

##### Training

Cardiff: postgraduate course in journalism - 1 year

##### Jobs

Southsea Times: (1) trainee - 12 months

Hatherfield Herald: (2) \_\_\_\_\_ then

(3) sub-\_\_\_\_\_ - 12 months

Southern Mail: district news reporter, (4) \_\_\_\_\_,

correspondent, assistant news editor, (5) \_\_\_\_\_ news editor

UK Radio Wales: producer of The (6) \_\_\_\_\_ Show

Bristol Council: (7) head of \_\_\_\_\_ office

##### Opinion on current UK newspaper market

Tough: most newspapers' (8) \_\_\_\_\_ is not rising

Newspapers are (9) \_\_\_\_\_ - e.g. reporters trained to use

(10) \_\_\_\_\_

##### Future of print newspapers

Might not survive (11) \_\_\_\_\_ age

##### Media inspiration

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



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

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

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

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

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

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

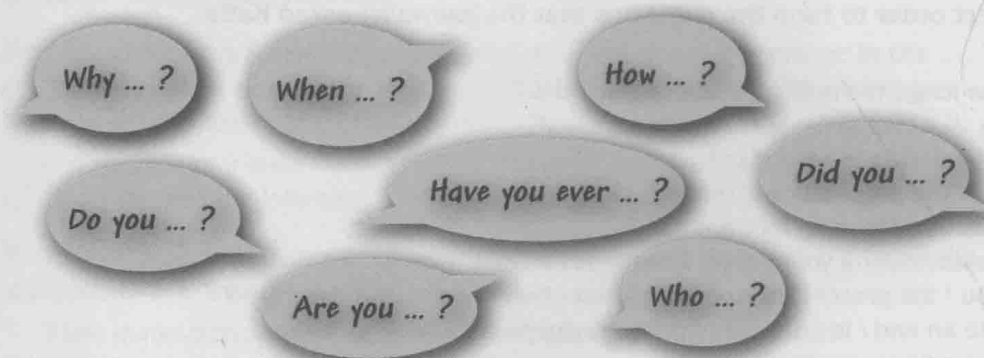
**h The phrases below are taken from the interview. Complete the following table by writing the phrases (1–8) in the correct column.**

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

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

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

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



## Planning and writing a newspaper article

- 7 a Look at the following statements about news writing. Number the statements from 1 to 5: 1 = strongly agree, 5 = strongly disagree.
- ☐ Journalism, in the Anglo-Saxon tradition, is informal rather than formal.
  - ☐ The most important things in a good news story are shock, surprise and contrast.
  - ☐ A good journalist can always write a short story, even if they would prefer to write a longer version.
  - ☐ If you can't get the reader's attention in the first sentence, they won't bother to read the rest of the story.
  - ☐ It's house style, not good journalism, that makes a newspaper successful.
- b In groups, discuss your answers to Exercise 7a.
- 8 a In pairs, look at the following definition of house style and then make a list of other possible house style features.  
punctuation, spelling ...
- b If you have access to the Internet, visit these websites and check and compare your lists.
- [www.guardian.co.uk/styleguide](http://www.guardian.co.uk/styleguide)  
[www.economist.com/research/styleguide](http://www.economist.com/research/styleguide)
- c In pairs, look at the following reasons why house style is important. Decide which are true and explain why.
- 1 Helps maintain consistency
  - 2 Shows how stylish the newspaper is
  - 3 Creates a brand image

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