

CAMBRIDGE

Professional English

Cambridge English for the Media

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With Audio CD



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	Skills	Language focus	Texts
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UNIT 1

Newspapers

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



Writing headlines

1 a In pairs, discuss the following questions.

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

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

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

1 **Paris probe proves palace innocent**

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

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

4 **US cool on climate change**

5 **Weeping mum damns teenage killer thug**

6 **Family's pet dog butchered**

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

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

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

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

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

e. In pairs, discuss the following questions.

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

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

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

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

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

Terrible shop fire kills 3

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

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

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

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

**Police mistakes:
183 crimes not detected**

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

Lottery winner jailed for robbery

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

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

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

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

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

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

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

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

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

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

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

5 **Space reality show axed**

3 **Gorgeous George - Clooney conquers Cannes**

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

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

Analysing newspaper articles

4 a In groups, discuss the following questions.

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

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

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

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

liberal emotive conservative reactionary neutral

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

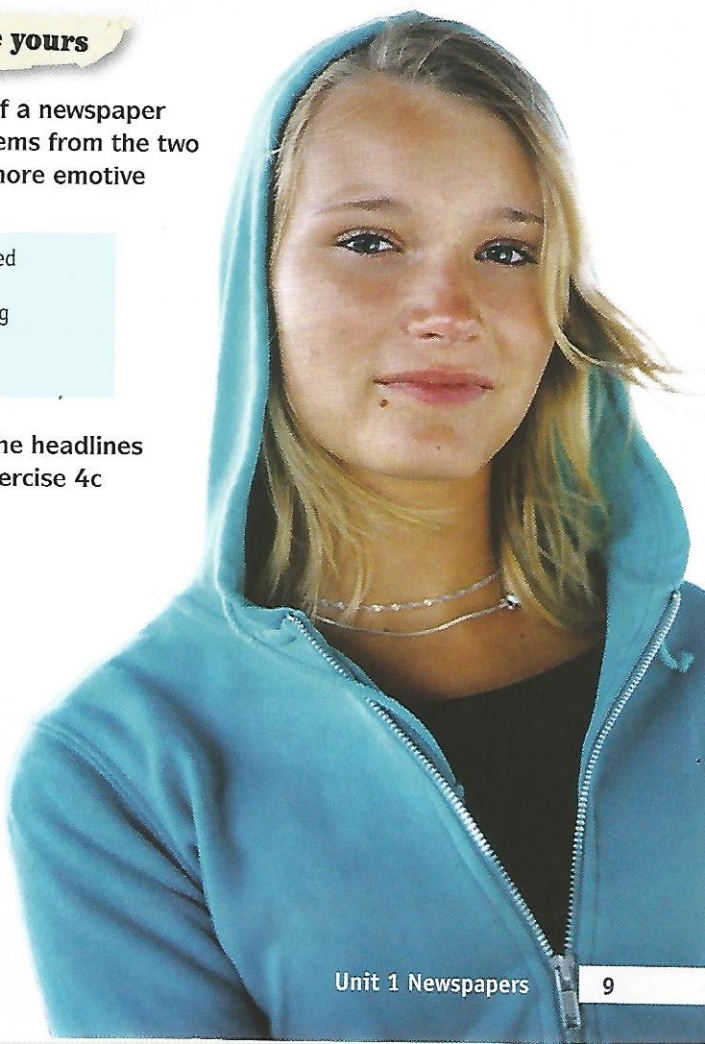
2 **Under that hoodie is a child like yours**

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

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

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

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



A

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

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

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

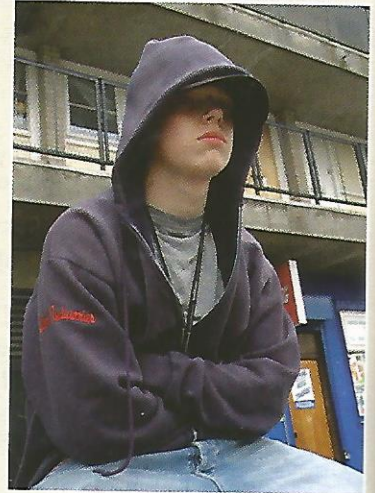
15 The Prime Minister backed the decision. He said: "I agree with it."

The Bluewater ban will be met

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

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 yobbishness and "low-level disorder".

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

15 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 impossible for victims to recognise their attackers. What's more, they are the prime weapon against what we are told will ultimately protect us: CCTV. They record crimes as they are happening, but do nothing to prevent them happening. In such an environment there is a feeling that the streets and town centres do not properly belong to us and the hoodie has become a symbol for those we fear have taken control.

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

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

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

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

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

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

- 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
- 2 word groups / synonyms
- 3 use of linking words
- 4 omission of words that can be understood from the previous text or context

- a It is true that hoods and caps provide anonymity for those up to no good.
- b Some hoodies may even have been bought at the Bluewater shopping centre in Kent, which banned the wearing of hoods and baseball caps in its centre.
- c The Prime Minister backed the decision. He said: "I agree with it."
- d Yet to blame all this on clothes is too simplistic.

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