Unit

3

LENGUA INGLESA III

News Reports

News Reports

AIMS:

To Read News Reports from a Tabloid.
To Read News Reports from a Broadsheet.

To write News Reports for a Tabloid.
To write News Reports for a Broadsheet.

To listen to Radio or TV News.
To report Radio News.
To report Television News.

METHODOLOGY:

Task-based approach. Lectures, practical workshops, and laboratory practice.

MATERIALS:

1. Newspapers.
2. Radio-News Programmes.
3. Television-News Programmes.
4. OHP and transparencies.
5. Video-camera.

LINGUISTIC CONTENT:

Review of Macro-markers employed in the structure of reports. Review of, Prepositions and Reported Speech. and tenses used in Narratives

TIMING:

6 sessions approximately.

PROJECT:

1. Choose pieces of news of your interest and design a Television News Programme. Report the news orally making connections with different reporters on site. Videotape the activity. This task should be included in the Oral Video Project.
2. Write a news report and include it in the Newspaper Final Project.

Unit

3

Lesson 1: Reading the English Press. News Reports

Reading news stories from Tabloids and Broadsheets.

Reading and understanding News Stories are not easy tasks. As in other types of texts it is important to know the conventions. These conventions are related to the quality of the newspaper, the audience, the impact, the mode and the tone and sometimes to the editor's personal view. In this unit we will try to cover all these issues taking special care of two long-established styles: the quality press and the tabloids.

AIMS:
To Read News Reports from Tabloids.

To Read News Reports from Broadsheets.

To analyse the vocabulary and content of News Reports.

To analyse the syntax of News Reports.

To analyse the structure of News Reports.

To look at different types of News Reports.

METHODOLOGY:
Use of Internet and real newspapers as sources for News Reports.

Analysis of the texts by means of successive approaches.

Lectures and practical workshops.

MATERIALS:
1. Newspapers.
2. Internet
3. OHP transparencies and filter pens.

Preliminary Activity:

Discussion:
In groups of four or five look at these questions and discuss the possible answers, when finished, report to the class:

1. Tell me four essential features of a piece of news:
2. Are there many kinds of news reports?
3. Discuss the format of a typical news item.
4. Is the topic important when writing a piece of news? Which type of topics are newsworthy?
5. Think about the way you read news stories. Do you always read them from the beginning to the end? If you don't, why?
6. Should we expect differences in the way stories are treated in broadsheets and tabloids?

Lesson 1.1: Reading 1

Read the following excerpts.

The fragments you have below have been extracted from George Mikes' book *How to be an Alien*[1]. In this book George Mikes tries to present, analyse and criticize the British way of life in 24 quite humorous chapters. Although the book was first written and published in 1946, some of its views are still in force. The following paragraphs try to show how different reporters have different ways of approaching the same News Story. Read them and discuss your opinion with your class-mates.

JOURNALISM OR THE FREEDOM OF THE PRESS
The Fact
THERE was some trouble with the Buburuk tribe in the Pacific Island, Charamak. A party of ten English and two American soldiers, under the command of Capt. R. L. A. T. W. Tilbury, raided the island and took 217 revolutionary, native troublemakers prisoner and wrecked two large oil-dumps. The party remained ashore an hour-and-a-half and returned to their base without loss to themselves. How to report this event? It depends on which newspaper you work for.

... It would be exceedingly perilous to overestimate the significance of the raid, but it can be fairly proclaimed that it would be even more dangerous to underestimate it. The success of the raid clearly proves that the native defences are not invulnerable; it would be fallacious and deceptive, however, to conclude that these defences are vulnerable. The number of revolutionaries captured cannot be safely stated, but it seems likely that the number is well over 216 but well under 218.

'Concerning the two wrecked oil-dumps I can give this information to the House. In the first half of this year the amount of native oil destroyed by the Army, Navy and the **R.A.F.** - excluding however, the Fleet Air Arm - is one-half as much as three times the amount destroyed during the corresponding months of the previous year, seven and a half times as much as the two-fifths destroyed two years ago and three-quarters as much again as twelve times one-sixth destroyed three years ago.' (Loud cheers from the Government benches.)

You jump to your feet and ask this question:

You: Is the Right Hon. Gentleman aware that people in this country are puzzled and worried by the fact that Charamak was raided and not Ragamak?

The Right Hon. Member: I have nothing to add to my statement given on and August, 1892.

[1] George Mikes (1966) *How to be an Alien*. London: Penguin. pp. 82-84.

The most interesting feature of the Charamak raid is the fact that Reggie Tilbury is the fifth son of the Earl of Bayswater. He was an Oxford Blue, a first-class cricketer and quite good at polo. When I talked to his wife (Lady Clarisse, the daughter of Lord Elasson) at Claridges today, she wore a black suit and a tiny black hat with a yellow feather in it. She said: 'Reggie was always very much interested in warfare.' Later she remarked : 'It was clever of him, wasn't it?'

Dear Sir, n connection with the Charamak raid I would like to mention as a matter of considerable interest that it was in that little Pacific Island that the English poet, John Flat, wrote his famous poem "The Cod" in 1693,Yours, etc.

Sir, - I am very grateful to Mr ... for calling attention to John Flat's poem 'The Cod.' May I be allowed to use this opportunity, however, to correct a widespread and in my view very unfortunate error which the great masses of the British people seem to share with your correspondent.
'The Cod,' although John Flat started writing it in 1693, was only finished in the early days of January 1694.
Yours, etc. ...

' Yanks Conquer Pacific Ocean. '

1. **Match the texts with the following sub-genres of news reporting**:

   a. Letter to the editor of the Times

   b. A report in the house of Commons.

   c. The Evening Standard

   d. Answer to a letter to the editor

   e. London Correspondent of The Oklahoma Sun

   f. The Times

2. **In groups of two or three analyse the texts and reach a conclusion about the main topic of the different fragments.**
3. **Do the same with the subtopics.**
4. **In the different fragments, what type of information has been selected from the real fact? What type of information has not been mentioned? Why?**
5. **Do topic selection differ according to context and sub-genre?**
6. **How can we distinguish different sub-genres?**
7. **List the stylistic features employed in the different sub-genres.**

Lesson 1.2: Reading 2

Read the following news stories and in groups discuss the questions.

The following articles come from two different newspaper sub-genres: tabloids (The Sun and The Daily Mirror) and a broadsheet (The Times). Although all the stories refer to the same fact, their characteristics and structure are not so similar. The treatment of the piece of news in different kinds of newspapers varies due to the audience, tone, editor and sub-genre[2].

Vocabulary:

assessment
exchange rate
mortgage
outcome
poll
senior source
staunchly

SUN READERS WILL DECIDE DATE OF EURO REFERENDUM

So there probably won't be one

TONY Blair will not try to dump the Pound until The Sun's ten million readers are ready to vote Yes, a top minister said last night.

With eight out of ten readers staunchly opposed, that means Britain may **NEVER** join the euro.

Europe Minister Peter Hain rejected claims that a decision to join the single currency is now inevitable.

He told The Sun: "There will be no referendum until the Chancellor has made his assessment as to whether it's in Britain's interests or not.

"That means in the economic interests of Sun readers – as well as everybody else in Britain."

Mr Hain, a lifelong eurosceptic, had reportedly warned that Britain's membership of the euro was inevitable. In an interview with the

EXCLUSIVE by TREVOR KAVANAGH, Political Editor

left-wing Tribune publication, he said: "The euro is marching on and no one thinks the decision on whether or not to join can be postponed forever, apart from the right of the Tory Party."

Some of his words were missed out of a front-page newspaper version of the interview headlined: 'Britain will join the euro, says Hain.'

Jobs

But the minister insisted he was only talking about the **TIMING**, not the outcome, of a referendum.

Mr Blair is determined not to be rushed into a poll until he is certain of overwhelming victory.

And he is cautious about antagonising Sun readers who are increasingly sceptical about the euro.

He will not act until voters are convinced their jobs and mortgages would be safer in the hands of Brussels bureaucrats than in the care of Chancellor Gordon Brown.

And that is unlikely while our unemployment and inflation rates remain among the lowest in Europe.

Claims by No10 insiders that a referendum could come as early as next year have been dismissed as "fantasy".

A senior source said last night: "We can't join at anything like the present exchange rate, and that shows little sign of narrowing."

Meanwhile Tory party leadership favourite Iain Duncan Smith yesterday blasted Mr Hain's euro statements.

Smithy claimed the minister was trying to force voters to accept the euro, saying: "He's trying to bamboozle people into thinking this is something they've got to do."

Speaking in Peterborough, Cambs, Smithy added: "I'd say to him, 'Dream on'. Peter Hain is a man who'll do anything to get another job."

[2] The Sun September 2001, p.2

Chaos and uncertainty reign on the streets of Paris

Note of optimism: The ra

THE fireworks and champagne will be very sweet for the architects of a federal Europe when January 1, 2002 dawns across the Continent. For millions of ordinary Europeans, however, next New Year's Day will bring on a monumental extra headache that cannot be cured by a few aspirin.

This will be the day on which Europe's new currency is born. Some 14.5 billion notes and 50 billion coins weighing 240,000 tons will be foisted on 12 nations who must gather up all their old money and destroy it in the name of the euro. It is a logistical nightmare surpassing anything since D-Day. Hence the nickname: 'E-Day'.

From where I am standing in a popular Paris bakery on the Rue St Antoine, it has all the makings of an utter shambles. And the whole process begins this week.

There is already quite a queue today as the locals go through that sacred French ritual, picking out the correct change for their baguettes. Everyone tolerates the little old lady scrabbling around in her purse for the last centime.

But will they be so tolerant in January when the queue is stretching out of the shop, the staff are trying to run twin tills and the old lady is demanding to know why she has been given 0.91 euros in change rather than the usual six francs?

'People will have to queue for longer,' says baker, Maryline Rassin, 28. 'And what a day to start this. January 1!' And how much is a baguette in euros? She gives a Gallic shrug.

Next door, I ask florist Majalie Duverger, 25, the euro-cost of her 15-franc roses. 'I don't know,' she says. 'I've never seen a euro. But I'm sure I will learn.'

Whatever the ideological pros and cons of the new currency, some of the practical consequences are already obvious. This is not some remote, nebulous threat like the Millennium Bug. France knows that it can expect price hikes, confusion, queues — and even serious violence.

HOW I SEE IT

by **Robert Hardman**

French police have identified 70 gang leaders and 600 other 'criminal elements' ready to exploit the sudden mass movement of a nation's wealth. A nice new currency accepted all over Europe will be much easier to process than a van-load of stolen francs. And the vans are warming up.

Yesterday, the European Central Bank finally unveiled 'definitive' notes and coins and, on Saturday, the convoys will start rolling through France. Thousands of security guards and their armoured cars will begin the huge operation of transporting all the new euro coins from five Bank of France bunkers to 80 high-security regional bases.

From there, they will be moved on to local banks and larger retailers. And once the coins are in place, the notes will follow.

Come the morning of January 1, every business from department stores to tiny news-stands should have enough euros so that the customer who buys a croissant or paper in francs gets change in the new stuff. Six weeks later, by which time the franc will cease to be legal tender, all the francs should be in the hands of the Bank of France which will duly destroy them.

Well, that's the plan. Now for the complications. And those could begin long before E-Day. The security guards' union, concerned about lack of support from the police and threat of criminal gangs, is already hinting at the possibility of a strike.

'We have 6,000 guards and 4,000 office workers responsible for moving £35.6 billion in euros and then collecting it all up again in francs,' says Roger Poletti, head of the transport workers' union.

HE POINTS out that France's two main security firms need to recruit an extra 800 guards for the E-Day operation but are way behind target. Given that it takes two months to vet and train a new guard, this is worrying news. 'We have had 28 members killed in the past ten years. If there is one attack on my members, there will be uproar,' warns Poletti.

Security is also an issue for businessmen like Jeremy Bown, British founder of Mayday Inns, a thriving chain of Paris pubs which he named after his dog. 'You are going to have lots of businesses carrying double the usual amount of cash. And aside from inevitable problems with cashing up, as an employer, you have to worry about the safety of your staff,' says Bown, 39, at The Cricketers on the Rue des Mathurins.

The larger the organisation, the slicker the preparations. Fashion giant LVMH has been making meticulous plans since 1998. 'We are switching all our prices to euros in September so that our customers can adjust to the new system gradually,' explains Florence Rolland, of LVMH's flagship brand Louis Vuitton, at St-Germain-des-Pres on the Left Bank.

Here they do not have counters but rather chic podiums. And now, each one will shortly be converted to accommodate two tills, one for euros and one for all those redundant francs.

Even the prices are elegant. I point out that the red leather wallet with the discreet '500F' sign next to it will look almost ugly with '76.23 euros' alongside it. Senior vice president Bertran Stalla-Bourdillon tells me that prices will be rounded up or down to the nearest 'psychological' figure but he is adamant that the overall pricing structure will remain exactly the same.

Not every business will be so scrupulous, though. And some are already taking advantage of the switch to jack up prices. In one boulangerie, for example, the price of a brioche has suddenly shot up from 7.20 to 7.87, the excuse being that this will easily translate into a 'convenient' sum of 1.2 euros when E-day arrives.

There has been another bonus for business — a sudden cash spending spree. A heavy tax burden means a thriving black economy and the French are notorious hoarders of cash.

At the start of this year, roughly 150 billion francs (nearly half of all those ever issued) were out of circulation — stashed away under mattresses, in jars, anywhere, in fact, except in the bank where the taxman might spot them. Now, the public are using them up fast.

'It's amazing. Payments in cash are up ten times over and hardly anyone is using credit cards,' says Jean Francois Trocellier, 38, manager of the Brasserie Le Bosquet, near Les Invalides. 'We never used to see many 500 franc notes. I've been given six this lunchtime alone.'

SOME of his customers, though, are extremely unhappy about the changeover. 'This will be the third change of currency in my lifetime. One during the war, one after the war and this one. I can't understand the euro,' says pensioner Lucienne-Marie Jacob.

She asks me how Britain is coping. I explain that we are sticking with the pound. 'Bravo les Anglais pour refuser!' she cries.

Over at the British Embassy, Treasury officials are studying the whole process very carefully, knowing that Whitehall may one day have to plan a similar operation. And they have already learned one lesson. 'If we ever follow suit,' one diplomat tells me, 'it is safe to say that Britain will not be doing it on New Year's Day.'

Vocabulary:

hence	scrabbling	millennium bug
hint	shamble	utter
hoarders	shrug	
legal tender	spree	

The Daily Mirror September 2001-10-18 p.

1. Once you have read the second text, in groups of two or three analyse both articles and try to differentiate their sections and their paralinguistic design. For example: the headline, the lead, …
2. Look at the macrostructure. How is the information organised? And the paragraphs?
3. Look at the topic progression: Which are the main topics? And the subtopics? Do we have information about the 'what', 'who', 'where', 'when' and 'why' of the fact? Does the text have lexical cohesion?
4. Look at the microstructure: How are ideas and paragraphs linked? Does the article present any reported verbs? passives? modifiers? What about the tenses employed? Does the text have grammatical cohesion?
5. What kind of vocabulary has been employed? formal? specialized? Latinate? loaded? metaphoric?
6. List the stylistic features that have been used in the texts.

€80m campaign for euro spares little expense

Do the same with the following article extracted from THE TIMES[3]:

From David Lister
in Frankfurt

THE final stage of the countdown to the single currency was launched yesterday when the European Central Bank revealed the first copies of the euro banknotes that will become legal tender for 302 million citizens in 12 countries from January 1.

With E-Day just 123 days away and 11 billion new banknotes already printed, Wim Duisenberg, the president of the ECB, said that the "flow of history was present" as he unveiled the seven denominations of banknotes. He also presented the television advertisements that will attempt to convert an apathetic European public to the new currency.

There was little expense spared for yesterday's ceremony, which was accompanied by a film showing the turning points in the development of the EU to the backdrop of a sweeping orchestral soundtrack.

"Ladies and gentlemen, here the euro comes," said Mr Duisenberg as white curtains dropped from the stage behind him to reveal bannners of the new banknotes and coins. Standing beneath a giant euro symbol, the 66-year-old Dutchman clasped a plastic star with the new notes mounted inside as 12 others, tinted with the yellow of the EU flag, descended from the ceiling.

"This is the photo of the century. I mean it's a photo of the new century," cried Manfred Kyrber, the ECB's spokesman, in his role as compere.

The banknotes' security features were also shown: they include watermarks, holograms, security threads, iridescent stripes, foil patches, ink that changes colour when the notes are held at an angle, and a copyright symbol.

One of Europe's biggest logistical challenges begins in earnest tomorrow when national banks from the 12 eurozone countries begin distributing the new notes and coins to financial institutions and businesses.

By the end of the year some 15 billion banknotes and 56 billion coins will be stacked and ready for use in banks and shops from the northern tip of Finland to Crete.

"Central bankers are not expected to express emotions or to have dreams. They are supposed to dream and think about figures. But forgive me if I make an exception today because this is a moment in which the flow of history is present," Mr Duisenberg said.

BERND KAMMERER / AP

"The euro is much more than just a currency: it is a symbol of European integration in every sense of the word," added Mr Duisenberg, who calls himself "Mr Euro" in an attempt to send out a clear message to financial markets about who is responsible for managing the new currency.

"It will help to change the way in which we think about one another as Europeans," he said. "With the new single currency, the people of Europe will have one more thing in common: their money.

"In a few months' time, on January 1, 2002, these 300 million people will for the first time be able to cross national borders and realise that the currency people are using is the same as the one back home. Europeans will realise that they are at home throughout Europe."

The mass media campaign unveiled yesterday will include television and newspaper advertisements in all of the 12 countries, a competition for children, training courses for cash handlers, and 200 million copies of an eight-page leaflet, *Getting Ready for the Euro*, to be sent to every household in the autumn.

By the end of this year the ECB will have spent €80 million (£50 million) on promoting the currency under the slogan "The Euro, Our Money". Television adverts will start appearing across the eurozone from next month and will become more regular in October and November, when four different adverts will hit the small screen.

These are designed to cut across national borders while conjuring up specific European images. They include footage of a violinist and a flautist playing in the ruins of a Greek temple, a woman and a man performing a sultry dance in a dusty Mediterranean square, a young boy buying apples from a farmer and clubbers at a disco.

Vocabulary:

backdrop
compère
countdown
foil patches
launch
security thread
spare
stack
sultry
sweeping
unveil

Lesson 1.3: Journalese

Match the words with their synonyms:

The language of newspapers often uses buzzwords or hackneyed expressions that rarely appear in other types of writing. These are normally short and attention-getting words, colloquial expressions or even Latinate words.

dump	involve
blast	get rid of
antagonize	contradict
bamboozle	craze, madness
adamant	damn
spree	firm

[3] The Times, September 2001; p.

Lesson 1.4: Summary

Macrostructure:

The set of communicative purposes of news stories in Tabloids and Qualities are quite similar: basically they try to tell or narrate a fact to an audience. They only differ in the way they do so; that is to say, in the strategies they employ to achieve their purposes. Consequently, they can be considered sub-genres of the same genre: News Reports. Thus, they share the same macrostructure. Try to schematize the sections that all News Reports include, together with their functions. If necessary, look for other samples of news reports.

Unit

3

Lesson 2: Writing News Reports

Writing news stories for Tabloids and Broadsheets.

After having read and analysed different types of news stories, we are ready to write some samples that follow the conventions and structure of Tabloids and Broadsheets. The aim of this lesson is to put into practice the strategies and devices seen in the previous section of the unit..

AIMS:

To Write Headlines.

To Write News Reports for Tabloids.

To Write News Reports for Broadsheets.

To Create Coherent and Cohesive Stories.

To Work with Specialized Vocabulary.

METHODOLOGY:

Use of Internet and real newspapers as sources for News Reports.
Use of Editing Strategies.
Lectures and practical workshops.

MATERIALS:

1. Newspapers.
2. Internet
3. Dictionaries
4. OHP transparencies and filter pen

Lesson 2.1: Headlines; Communicative purpose.

ACTIVITY 1: Look over the readings in lesson 7 and try to fill in the following table

Headlines are very specific. They introduce the News Report but at the same time they can be considered independent texts. One of the reasons for this posture is that they are not normally written by the same journalist that writes the report. Re-read the stories in lesson 7 and analyse their structure and outstanding features. At the end of the exercise fill in the summary box provided.

Sun Readers Will decide Date of Euro Referendum: So there probably won't be one			
Paralinguistic features	**Stylistic Devices**	**Vocabulary and Topic Progression**	**Syntax**

Chaos and Uncertainty reign on the streets of Paris			
Paralinguistic features	**Stylistic Devices**	**Vocabulary and Topic Progression**	**Syntax**

€80m campaign for euro spares little expense			
Paralinguistic features	**Stylistic Devices**	**Vocabulary and Topic Progression**	**Syntax**

SUMMARY: WHAT'S A HEADLINE?

Definition:

Set of Purposes:

Main features:

Lesson 2.2: Analysing Headlines

ACTIVITY 2: Link the following headlines with the strategies that have been used in their design

In groups of four or five look at the strategies employed to create effective headlines. Match the devices with the following headlines.

DEVICES:

Word Choice	Word play	Noun-phrases (nouns and modifiers)	Phonology Phonetics	Loaded Words
Ellipsis	Class shift	Intertextuality	Theme/Rheme	Metaphors/ Stylistic D.

Bombs Away Again, And Again

Anthrax: Separating Fear from Fact

So is Liz preggers?

Who Has the Toughest Gig in Town? Tense, Glove-Wearing Assistants

Nation: Powder scare on flight was confetti; passengers held for 3 hours

First class flap

Tomb raiders for racial equality

Tracko by tracko

Bush Keeps Reins Even on APEC Trip

NBC News anthrax case ID'd; more cases in Fla.

Lesson 2.3: Writing Headlines

ACTIVITY 3: Write headlines for the following facts::

Try to use different devices (linguistic and paralinguistic) in each case and remember that your headlines must be appealing to your potential readers.

Fact 1: **There is a pilots' strike at Barajas Airport.**	**Device employed:**

Fact 2: **The Police arrested an arsonist trying to burn down the Houses of Parliament.**	**Device employed:**

Fact 3: **New Theme Park will be inaugurated this weekend**	**Device employed:**

Fact 4: **50 immigrants were caught when trying to cross the Eurotunnel on foot.**	**Device employed:**

Fact 5: Spain Football Team wins the World Cup	Device employed:

Fact 6: Actress Amelia Winfred marries pop-singer Bob Cough	Device employed:

Fact 7: Minister John Matthew victim of blackmail.	Device employed:

Fact 8: Prince Philip dines out with friends.	Device employed:

Lesson 2.4: Vocabulary

ACTIVITY 4: Match the words with their definitions

One of the most important sections in a newspaper is the 'Accidents and Crimes Reports'. In this activity we are going to work with the typical vocabulary employed in this section.

Arson	➢ Act of deliberately setting fire to property.
Blackmail	➢ Action or omission which constitute an offence punishable by law.
Crime	➢ Demanding money for not revealing compromising information.
Forgery	➢ Forcing s.o. to have sexual intercourse with the offender against their will.
Hijack	➢ Illegally seize a vehicle, ship or aircraft while in transit.
Kidnap	➢ Move goods illegally into or out of a country.
Pick pocketing	➢ Producing copies of documents, notes, signatures, works of art.
Rape	➢ Stealing from people's pockets.
Smuggling	➢ Take s.o. away by force, typically for a ransom.

Lesson 2.5: Leads

ACTIVITY 5: Match the leads with their headlines.

Leads are normally the little paragraphs next to the headline that present a special typeface not as spectacular as the latter.

1 Tracko by tracko

2 So is Liz preggers?

3 Fraud case is witch-hunt says Imelda

4 School's out and UK wins

5 Fickle support for war leaves us at risk

6 Nation: Powder scare on flight was confetti; passengers held for 3 hours

7 Flutter off for Canaries Sunshine

	DESPERATE times, it seems, call for desperate measures. In the week when Eurostar announced a recent sales slump, Times Travel has discovered that its reservations staff are charging customers more than they need pay for tickets to France, writes Adam Fresco

	SAN JOSE, Calif. (October 13, 2001 10:38 p.m. EDT) - Eighty passengers and five crew members weren't allowed to leave a jet for three hours after it landed Saturday after a passenger reported witnessing a man disperse a powdery substance in the ventilation system.

	SIMON JENKINS As ground troops go into battle and strategists differ over what to do next, domestic opinion will be rock solid in support. For the time being

	BY TONY KELLY **Why shiver in the UK when you can take to the hills in Gran Canaria? Our correspondent picks the hot spots to stay**

	LIZ HURLEY was at the centre of a baby riddle last night after pals claimed she is expecting her first child

	MICHAEL JACKSON'S new album – his first assault on the charts since 1995 – is one of the most eagerly awaited CDs of the year. **Can Jacko pull it backo? Here's my verdict with ratings for each track out of ten.**

	Imelda Marcos cut a regal but deeply hurt figure as she arrived at a Philippines court in a chauffeur-driven limousine to face corruption charges relating to more than £19 million

1. **What devices does the writer use to link a headline and a lead?**
2. **What kind of information and topics does the lead present?**
3. **What are the communicative purposes and functions of the lead?**
4. **What type of sentences and syntactic devices are employed?**
5. **Do you need to use specialised vocabulary in leads?**
6. **Are leads coherent and cohesive? Do they have a good closure?**

Lesson 2.6: Writing Leads

ACTIVITY 6: Write leads for the headlines you created in ACTIVITY 3.

Choose four headlines from activity three and write the leads that are going to present the main ideas or facts relating to those pieces of news. Remember that the aim of the lead is to introduce the fact and establish a connection between the headline and the body of the news report. You can also write the name of the reporter at the beginning of the lead.

Lesson 2.7: Writing News Reports

ACTIVITY 7: Write the layout of a news report.

Following the Macrostructure of a piece of news, fill in the table with the main ideas you are going to include in the different sections. Then, decide the number of paragraphs you need in each section and how you are going to establish links between paragraphs. When you are ready, write the news report on a transparency paper, so that you can show it to the rest of the class.

HEADLINE Attracts the reader's attention	
LEAD General information, summary.	
SETTING Presents the frame, circumstances, time, place, people	
EXPANSION Gives detailed information, further development	
DETAILING Minor and particular details, opinions, evaluation.	

Unit

3

Lesson 3: News Reports on the Air.

Reporting News Stories through Radio and Television

Radio and Television bestow on News Reporting their own constraints and framework. Oral reports are characterized by its immediate, brief, and perishable nature. In Radio and Television news detailing and further expansion are substituted by connections on site, reports by special correspondents or commentaries by specialists. Moreover, if we make comparisons between the Radio and Television media we can come across many formal differences; most of them based on the difference of medium. Television can count with visual aids, whereas Radio reporters have to overcome this "deficiency" by means of aural devices such as: intonation, rhythm, emphasis, voice, music, silences, etc.

AIMS:

To Listen to News Reports from Radio Programmes.

To Listen to News Reports from TV.

To analyse the vocabulary and content of News Reports.

To analyse the syntax of News Reports.

To analyse the structure of News Reports.

To look at different types of News Reports.

To report News on the Air.

METHODOLOGY:

Use of Internet and real programmes as sources for News Reports.

Analysis of the texts by means of successive approaches.

Lectures and practical workshops.

MATERIALS:

4. Radio and TV recordings
5. Internet
6. OHP transparencies and filter pens.

Lesson 3.1: Listening to the Content of News

ACTIVITY 1: Listen twice and try to answer the following questions.

a) What was Monica's post at the White House?

b) What did Mrs. Clinton tell NBC News about the allegations?

c) What's the most important thing for Mrs. Clinton now?

d) What is the Prime Minister to do this evening?

e) Who was arrested? Why?

f) Why have 19 officers' houses been raided?

g) What is the Queen Mother recovering from?

h) Why are the Police in Sussex linking the murder of two women?

Lesson 3.2: Analysing the Macrostructure.

ACTIVITY 2: Listen to it again and focus on the format of the News stories.

a) Is there a proper *Introduction*? Is it typical from this type of discourse?

b) What is included in the middle section?

c) Can we distinguish sub-sections? How?

d) Describe the structure of one of these sub-sections.

e) Is there a proper *Conclusion* ? Is it typical of this type of discourse?

f) How do they signpost the *Introduction* and the *Conclusion*? What about the different sub-sections?

Lesson 3.3: Analysing the Language employed.

ACTIVITY 2: Listen to it again and focus on the lexicon and formality of the language.

a) Are they using formal or informal language?

b) Would you compare it to a Tabloid or a Quality press type of News?

c) The Tone: Is it a subjective discourse?

d) Can you spot any colloquialisms?

e) Do they use the tenses that are appropriate to this context?

f) Do presenters employ Verbal Mannerisms?

g) Is the language employed here similar to the one we used when writing News Reports?

Lesson 3.4: Theme development

ACTIVITY 4: Theme Development: Analyse themes and topics in two of the reports: textual synonyms, structure, order of information, links, etc.

The Prime Minister has to hold a series of meetings with the participants in the Northern Ireland Peace Talks this evening. The negotiating teams have been discussing the future of the province for second day in Lancaster House in London.

Police in Sussex are linking the murder of a pensioner in Hastings with the death of another woman in the town last week. Women lived 100 yards apart and both died in fires that had been started deliberately at their homes. The second victim had also been strangled.

Lesson 3.5: Theme development

ACTIVITY 4: Discussion.

At home or at the laboratory watch a News Programme. Afterwards, in groups try to summarize the main characteristics of News Reports and also spot the characteristics which are due to the media employed (TV, RADIO OR NEWSPAPERS).

NEWSPAPERS	
RADIO	
TELEVISION	

Lesson 3.6: Useful Vocabulary for Radio.

Cue/Q: music cue, commercial cue

Music Theme: Music selected exclusively for a specific programme.

Heading: Today's headings. The headlines of the News.

Transition: The music or sound used to indicate a change from one scene to another.

Waterfall: Before the current sound fades out, the next sound begins artful volume.

Tone: The attitude the author has toward the story subject as reflected in the story.

Ambient Sound: Background noise or sound, usually used to establish setting.

Fade: A decrease in volume.

Fade in: : An increase in volume from zero to a specified volume level.

Fade out: A decrease in volume to zero.

Fade to Black: One sound fades completely out and is followed by a period of silence, then the next sound begins to fade in.

Foreshadowing: A suggestion or hint in a story that something is about to happen. It is put there by the author to indicate an event to come.

Bibliography:

CORNISH, T. & B. HORNCASTLE (1989): Central News 1. Oxford: Oxford University Press.

GREENALL, S. & M. SWAN (1991): Effective Reading. Reading Skills for Advanced Students. Cambridge: Cambridge University Press.

HARDMAN, Robert (2001): "Chaos and Uncertainty Reign in the Streets of Paris" in *The Daily Mirror* . September 2001-pages10-18

LISTER, David (2001): "€ 80m campaign for Euro Spares Little Expense" in *The Times*, September 2001.

MIKES, George (1966) *How to be an Alien*. London: Penguin. pp. 82-84

THE SUN (2001): "The Sun Readers Will Decide Date of Euro Referendum", September 2001, p.2

REAH, Danuta (2002[2]): *The Language of Newspapers*. Routledge.