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STROKOVNA KOMUNIKACIJA V TUJEM JEZIKU IN KULTURI (ANGLEŠKI JEZIK)

URŠKA SEŠEK

Višješolski strokovni program: Medijska produkcija

Učbenik: Strokovna komunikacija v tujem jeziku in kulturi (Angleški jezik)

Gradivo za 1. letnik

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za

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Vsebina tega dokumenta v nobenem primeru ne odraža mnenja Evropske unije. Odgovornost za vsebino dokumenta nosi avtor.

PREDGOVOR

Učbenik je namenjen študentom 1. letnika višješolskega programa Medijska produkcija. Temelji na gradivih, preizkušenih s preko 60 študenti Inštituta in akademije za multimedije Ljubljana (IAM) v študijskem letu 2007/2008. Teme in cilji so usklajeni s Katalogom znanj za višješolski študijski program Medijska produkcija (glej http://www.cpi.si/ucitelji/kurikulum/programoteka/visjesolski_studijski_programi.aspx) ter s potrebami študentov, kot so jih opredelili tudi sami na začetku tega študijskega leta.

V vsaki lekciji študent razširja svoje besedišče. Poleg tega je v vsaki lekciji poudarek na vsaj dveh od jezikovnih zmožnosti: branju, poslušanju, govorjenju, pisanju. Tematsko je celoten učbenik usmerjen v poklicno delo z mediji in (poslovno) komunikacijo s tujci. Občasno najdete tudi slovnično vajo – te so namenjene odpravi pogostih napak in težav študentov 1. letnika pri govoru in pisanju v angleščini.

Ker jezik ni klasičen študijski predmet, v tem učbeniku skorajda ni teorije. Študent izboljša svoje znanje angleščine predvsem tako, da jezik uporablja. Pri tem je treba vedeti, da učbenik lahko precej pomaga pri povečevanju besedišča in bralnega ter slušnega razumevanja (če so priložena slušna gradiva), manj pa lahko naredi pri učenju aktivne jezikovne rabe – pisanja in govora. Za to dvojje je bistveno, da govorimo in pišemo ter dobivamo povratno informacijo od dejanskih poslušalcev / bralcev – učitelja, sošolcev in še koga izven šole.

Vsaka lekcija ima uvod, v katerem je na kratko predstavljeno, kaj naj bi se v njej naučili in čemu bo to koristilo. Glavnina lekcije so besedila (pisna, video ali avdio) ter razlage in navodila za dejavnosti študenta. Na koncu lekcije je povzetek, ki služi utrjevanju znanja. Vsebuje majhne naloge, rešitve zanje pa niso podane, saj odgovore lahko najdete v lekciji, preverite skupaj s sošolcem oziroma vam jih preveri učitelj. Večkrat so tudi sestavljene tako, da ni enega samega pravilnega odgovora.

Učbenik lahko študent uporablja samostojno, lahko pa služi tudi kot gradivo za pouk. Avdio gradiva, na katera se navezujejo nekateri deli tega učbenika, so shranjena in dostopna na strežniku Inštituta in akademije za multimedije, na naslovu www.iam.si.

Učbenik je v celoti napisan v angleščini, ker to poveča njegov učinek – tudi za pouk v živo je danes običajno, da kjer se le da, poteka v celoti v angleščini. Izkušnje kažejo, da študentje s tem nimajo težav. Učitelj pri tem prilagaja zahtevnost svojega govora znanju učencev, torej sem se tudi v tem učbeniku potrudila, da bi bile razlage in navodila čimbolj jasna. Seveda pa samo najboljši študentje lahko pričakujejo, da jim (skoraj) nikoli pri študiju tega predmeta ne bo treba pogledati v slovar!

Veliko uspeha in motivacije za učenje vam želim!

Urška Sešek

1. GETTING TO KNOW	3
1.1. MY LANGUAGE NEEDS	3
1.2 READING: INTRODUCTION TO MULTIMEDIA	4
1.3 LISTENING: THE IMPORTANCE OF SMALL TALK	6
1.4 SPEAKING PRACTICE: SMALL TALK AND GETTING TO KNOW PEOPLE	7
1.5 PRONUNCIATION: SPELLING AND ABBREVIATIONS	9
2. SPOKEN PRESENTATION AND GRAPHIC DESIGN	10
2.1 LISTENING: LEARNING FROM A MODEL SPEAKER	11
2.2 VOCABULARY: USEFUL PHRASES FOR GIVING A PRESENTATION IN ENGLISH	12
2.3 READING AND VOCABULARY: GRAPHIC DESIGN	13
3. GETTING INFORMATION ABOUT OPPORTUNITIES ABROAD	16
3.1 SPEAKING: CLASS SURVEY ON GOOGLING	17
3.2 WAYS OF READING	17
3.3 READING AND VOCABULARY: A MEDIA CONTEST	19
3.4 WORD PATTERNS	21
3.5 WRITING: FORMAL LETTERS OF REQUEST	22
4. SPEAKING SITUATIONS AND AUDIO MEDIA	24
4.1 SPEAKING: DIALOGUES ABROAD	25
4.2 SPEAKING: PHONE CONVERSATIONS	27
4.3 READING AND VOCABULARY: THE DEVELOPMENT OF SOUND TECHNOLOGY	28
5. FINDING EMPLOYMENT	33
5.1. READING AND VOCABULARY: JOB ADS	33
5.2 WRITING: CV AND APPLICATION LETTER	37
5.3. LISTENING: JOB INTERVIEW	40
6. A (MEDIA) COMPANY	43
6.1. THE STRUCTURE OF A COMPANY	43
6.2. A MEDIA COMPANY	47
5.3 SPEAKING: WORKPLACE DIALOGUES IN A MEDIA COMPANY	49
7. VISUAL MEDIA: THE MOVING IMAGE	51
7.1 READING AND VOCABULARY: THE BIRTH OF FILM	51
7.2 SPEAKING	53
7. 3. PREPOSITIONS AND FILM VOCABULARY	54
8. INTERACTIVE MEDIA AND INSTRUCTIONS FOR USE	57
8.1 READING: THE BASICS OF INTERACTIVE MEDIA	57
8.2 READING AND WRITING: INSTRUCTIONS	58
<i>Key to exercises</i>	61
<i>Sample exam paper with answers</i>	67
<i>Viri</i>	72

1. GETTING TO KNOW

Introduction

This unit is called Getting to know because it is an introduction to the coursebook. You will get to know:

- your language needs
- how well you understand written / spoken English
- ways of making small talk and getting to know other people
- some basic vocabulary related to multimedia.

1.1. MY LANGUAGE NEEDS

First, think about what exactly you need to learn and in which ways you need to develop your English for your future working life. If possible, discuss these with a classmate or a group (in English!) Try to decide on an answer and support it with arguments.

- a) How much will you need to use English in your future, especially in your work: a lot, some, almost none?
- b) Will you need English for your basic work or just for some special tasks?
- c) How important will English be if you want to find a better job / a job abroad / get a promotion?

Now brainstorm and write here what types of texts you will most probably need to read and write in English in the future, and in what types of situations you will have to understand spoken English and speak it yourself. When you have finished, check the ideas below. Copy the ones you did not think of yourself under the right heading.

1. I will READ in English:

2. I will LISTEN to English:

3. I will WRITE in English:

4. I will SPEAK English in these situations:

Study books, formal letters, reports, forum posts, chat, giving presentations, instructions and tutorials (for new products), internet texts: webpages, forums, job interviews, letters, e-mails, live or video-supported conversation (for example MSN), live presentations (business, lectures...), manuals (for new products), meetings and negotiation, personal communication (conversation, small talk), phone conversations, radio / internet sound recordings /podcasts, reports, software interface text, text for webpages, TV / video

1.2 READING: INTRODUCTION TO MULTIMEDIA

Check your reading comprehension. Read the text, answer the questions below and check your results.



Image 1: Mutimedia (from <http://salzburgacademy.files.wordpress.com>)

Newspapers were perhaps the first mass communication medium to employ multimedia -- they used text, graphics, and images. The next multimedia invention was the television, which has revolutionized the world of mass communication. Of course, the invention of personal computers and their growing use was a major step in the development of multimedia. Some of the milestones include:

- 1967 - Negroponte formed the Architecture Machine Group at MIT
- 1969 - Nelson & Van Dam hypertext editor at Brown
- Birth of The Internet
- 1971 - Email
- 1983 - Backer: Electronic Book
- 1985 - Negroponte, Wiesner: opened MIT Media Lab
- 1989 - Tim Berners-Lee proposed the World Wide Web to CERN (European Council for Nuclear Research)
- 1990 - K. Hooper Woolsey, Apple Multimedia Lab, 100 people, educ.
- 1992 - the first M-bone audio multicast on the Net
- 1994 - Jim Clark and Marc Andreessen: Netscape
- 1995 - JAVA for platform-independent application development.
- 1996 - Microsoft, Internet Explorer.

There are different definitions of multimedia. A good general definition is: *Multimedia* is the field concerned with the computer-controlled integration of text, graphics, drawings, still images, moving images (video), animation, audio, and other types of information which can all be presented, stored, transmitted and processed digitally.

An important concept related to multimedia is hypertext. *Hypertext* is a text which contains links to other texts. The term was invented by Ted Nelson around 1965. Of course, hypertext does not consist of verbal text only, but links can include all other types of information. The main difference between the way traditional media are 'consumed' by their users and the way hypertext is consumed is that hypertext is not 'read' linearly. For example, a book has to be

read page by page, but a website can be browsed by clicking on any item that contains a hyperlink, and then the user can move back, or to any further hyperlink. This means that no two users will get the information in exactly the same sequence. The main hypertext application is the World Wide Web (WWW).

A *Multimedia System* is a system capable of processing multimedia data and applications. It has four basic characteristics. It must be *computer controlled* and *integrated*. The information it handles must be represented *digitally*. The interface to the final presentation of media is usually *interactive*.

Multimedia systems may have to render a variety of media at the same instant, which distinguishes them from normal applications. There is a temporal relationship between many forms of media (*e.g.* Video and Audio). This poses the problem of synchronization - inter-media scheduling. For example, lip synchronisation is very important for watching playback of video and audio or animation and audio. Have you ever tried watching an out of (lip) sync film for a long time? Because data has to be represented *digitally*, many initial sources of data need to be *digitised* - translated from analog sources to digital representation. This involves scanning (graphics, still images) and sampling (audio/video), although digital cameras now exist for direct digital capture of images and video. Another problem is that the data files containing digital multimedia information are often very large, and therefore storage, transfer (bandwidth) and processing costs are high. For this reason, data compression techniques are very common.

A multimedia system requires a variety of software and hardware components. **Capture devices** include: Video Camera, Video Recorder, Audio Microphone, Keyboards, mice, graphics tablets, 3D input devices, tactile sensors, VR devices, and digitising/sampling hardware. Also needed are **Storage Devices** (Hard disks, CD-ROMs, Jaz/Zip drives, DVD, *etc.*). Further components are **Communication Networks** (Ethernet, Token Ring, FDDI, ATM, Intranets, Internets), **Computer Systems** (Multimedia Desktop machines, Workstations, MPEG/VIDEO/DSP Hardware), and **Display Devices** (CD-quality speakers, HDTV, SVGA, Hi-Res monitors, Colour printers *etc.*).

The main applications of multimedia include: the World Wide Web, Hypermedia courseware, Video conferencing, Video-on-demand, Interactive TV, Groupware, Home shopping, Games, Virtual reality, Digital video editing and production systems, Multimedia Database systems.

Adapted from: Marshall, D. (online). 10th April, 2001. (cited 27th July, 2008). Available at: <http://www.cs.cf.ac.uk/Dave/Multimedia/node7.html>

1. What was the first example of multimedia (before the age of computers)?

2. How would you translate the word 'milestone' in the first paragraph into Slovene?

3. What is the most common example of a hypertext? _____
4. What are the four basic characteristics of a multimedia system?

5. Read the paragraph which mentions lip synchronization and digitising data again. What phrase could you use to give this paragraph a title?
- _____

6. What type of device is a graphic tablet (what group of components does it belong to)?
- _____

Now, check how many questions you answered correctly and read your results below.

1. newspapers, 2. 'mejnik', 3. a website, 4. computer controlled, integrated, information in digital form, interactive interface, 5. the challenges / problems of multimedia systems, 6. a capture device

Results:

If you answered 1-2 questions correctly: You need help! Ask the teacher how you could practice to improve your reading in English.

If you answered 3-4 questions correctly: You can find some information in a text, but you need to practice understanding connections and things which are not explained directly / simply.

If you answered 5-6 questions correctly: Congratulations, good starting point! You have good comprehension of a text on a familiar topic. Now you can learn how to understand equally well texts which are a bit longer, more difficult or talk about something not so familiar to you.

 Here are some links to websites where you can practice your reading in English. This webpage has interesting stories from newspapers on many different topics: <http://literacynet.org/cnnsf/flydreams/home.html>. You choose a story and read it, and then you can do interactive exercises: check how well you understood it, check the meanings of certain words etc. And here is another similar webpage: <http://www.usingenglish.com/comprehension/intermediate.html>.

1.3 LISTENING: THE IMPORTANCE OF SMALL TALK

Check your listening comprehension by going to and playing the audio recording entitled 'The importance of small talk' you can find at www.iam.si. Then mark the statements below T (true) or F (false) according to what you heard. Try to do this in the first listening, but of course you can listen several times.

§ (The text of the audio recording was adapted from: Souder, D. (online). 2004. (cited 27th July, 2008). Available at: <http://www.dsauder.com/weblog/archives/000257.html>. and Lowndes, L. The Importance of Small Talk (online). (cited 27th July, 2008). Available at: http://www.positive-way.com/small_talk.htm.)

TRUE OR FALSE?

1. The author illustrated the function of small talk with his story of a failed job interview.
2. The purpose of small talk is to break the stone.
3. If you aren't good at making small talk by nature, don't try.
4. One of the recommendations for small talk is to talk about the weather.
5. The author suggests that we practice with new or old acquaintances.

Now, check how many questions you answered correctly and read your results below.

1. T, 2. F, 3. F, 4. T, 5. T

Results:

If you have 1- 2 correct answers: You need help! Ask the teacher how you could practice to improve your listening comprehension in English.

If you have 3-4 correct answers: You understood most of the text, but you need to improve to catch more detail and the point of several sentences together.

If you have 5 correct answers: Congratulations, good starting point! You have good comprehension of a medium-difficulty text on a simple topic. Now you can learn how to understand equally well texts which are a bit longer, more difficult or talk about something not so familiar to you.



Here is a website where you can practice your listening in English:

<http://esl.about.com/library/quiz/bllisteningquiz.htm>. It has a lot of interesting recordings and you can do interactive exercises to check how well you understand what you hear.

1.4 SPEAKING PRACTICE: SMALL TALK AND GETTING TO KNOW PEOPLE



Image 2: Making small talk (from <http://www2.druid.dk/conferences/image.php?level=picture&id=996&cf=9>)

On the previous page you did a listening exercise in which you found out how important it is to make small talk. Here are some English phrases /sentences that you can use when meeting an English-speaking person. Some of the sentences are only useful for meeting new study / work colleagues, and others are useful in almost any situation.

The phrases / sentences have been cut in half and mixed up. Find the matching halves, then copy them in the right box below:

What about	name is...
Do you	come from?
So, how do you like	great / interesting.
Did you do anything	creating ... / trying out...
And which secondary	experience with...
Do you have your	like to...
Hi, my	ever...?
I've done quite a	you?
I would really	use Skype /...?
Actually,	lot of...
That sounds	this school so far?
I don't have much	school did you go to?
Have you	I...
I enjoy	special this summer?
Where do you	own laptop?

TAKING INITIATIVE IN CONVERSATION

--

RESPONDING

--

1.5 PRONUNCIATION: SPELLING AND ABBREVIATIONS

When meeting people for the first time and in business talk we often need to spell out a word, and in the field of media there are many **abbreviations**. If you can spell something, you know how to write it down when you hear it and how to say it when you see it written. Do you remember the ABC song from your primary school English class? When you use English in your working life, you will need it very often.



Image 3: The English alphabet (from <http://www.hcs.harvard.edu/~hbr/issues/summer03/images/language.jpg>)

Listen to the recording entitled 'Pronunciation: spelling and abbreviations', found at www.iam.si. First you will be asked to write down the letters of the English alphabet correctly. This is just to refresh your memory. Then you will hear these abbreviations – repeat after the recording and write out what they stand for.

- DTP –
- SQL –
- VHS –
- URL –
- FTP –
- HTML –

Write here 5 more common abbreviations in the field of media and computers, and read them out: _____

Imagine that you are giving your name and the name and address of your school / company to an English speaking person (for example over the phone) and they want to write it down. Spell them.

Summary & revision tasks

1. Find a person from abroad with whom you can talk in English using a web chat service. Try to make small talk with them. Afterwards, copy-paste your chat into Word and read it to see what you talked about and which phrases you used.
2. Which of these letters rhyme when you say them out loud? D M E J L K P S G N
3. Think of the listening /reading tests you did. Are you equally good at both? Which one do you need to improve more?
4. Here is the vocabulary from this unit you should remember. Can you translate these words or explain what they mean? (If not, use a dictionary).

conversation	live (*kot pridevnik!)	mass communication	hypertext	device	
application	synchronize	digitize	sampling	capture	storage
still images	moving images	medium	media	abbreviation	

2. SPOKEN PRESENTATION AND GRAPHIC DESIGN

Introduction

One of the situations in which you will probably need to use your English at some point in the future is giving a presentation to a group of people. This does not only mean speaking English – to prepare a presentation you have to also read for information and write notes in English, and so it is a challenge (and good practice!) for all your different language skills. In your

English course, you will have to prepare and give a short presentation to your classmates on a media topic. Since you need time to prepare it, and all students will get their turn through the semester, this unit is at the beginning of the book. It gives you advice on how to prepare and give a good presentation, some English phrases especially useful for presenting, and a video model of a good speaker.

The discussion exercise on using Power Point takes you to the second part of this unit, which is about graphic design, an all-present aspect of today's communication and media production. The reading text with exercises has been chosen for you to:

- give you useful information
- practice your comprehension skills
- develop your skill of guessing the meaning of unknown words and phrases.

2.1 LISTENING: LEARNING FROM A MODEL SPEAKER

Go to the webpage given below.

Walker, TJ. Presentation Delivery: TJ Top Video Tutorials To Boost Your Public Presentation Skills (online). 22nd June 2007. (cited 27th July 2008). Available at: <http://www.masternewmedia.org/presentation/presentation-delivery/PowerPoint-public-presentation-delivery-skills-best-video-clisp-from-TJWalker-20070622.htm>.

Scroll down to the first video entitled:

Creating A Presentation: The Easy Way, The Hard Way

Did you know there exist two diametrically opposed approaches to putting together a presentation? In this video TJ Walker illustrates the difference between the so called "hard way" and "easy way", unveiling some great tips on how to prepare your presentation quickly and effectively.



View the video once or twice (or more, if you like), and write down here the main point that TJ Walker is making. Here are some questions to help you. How should you go about preparing a presentation? What is the difference between the 'easy way' and the 'hard way'? Write your answer in note form – no more than 3 bullet points!

-
-
-

There are more short videos by TJ Walker on the same webpage. Scroll down and view as many of them as you like, then choose 2 which you find the most interesting and useful. Write here their titles and a key point or two that you remember the most from them:

1. Title: _____

-
-

2. Title: _____

-

-

Observe TJ Walker's way of speaking. Try to notice at least 3 things which you think make him a good speaker and you would like to learn:

-

-

-

2.2 VOCABULARY: USEFUL PHRASES FOR GIVING A PRESENTATION IN ENGLISH

1. Beginning the presentation

- *Good morning / Hello, everyone.*
- *Let's get started.*
- *Welcome to the ...*
- *Thank you for coming.*
- *(For those of you who don't know me already,) my name is...*
- *This morning I'd like to talk about...*
- *I'm going to tell you about /present to you / show you...*
- *If you have any questions, I'll be happy to answer them at the end.*

2. Guiding the listener

- *First,... The next... Another...*
- *To move on.... To go back.... To summarize... To conclude*

3. When you ..

get your facts wrong	you say	<i>Basically, what I'm saying is ...</i>
are going too fast		<i>Sorry, what I meant is..</i>
forget something		<i>Sorry, I forgot to mention...</i>
see that the listeners do not understand well		<i>Let's look at the main points again.</i>
can't think of an English word		<i>Sorry, what's the word for...?</i>
are running out of time		<i>Sorry, perhaps I didn't make that quite clear.</i>

4. Commenting on visuals



- *Let's have/take a look at..*
- *As you can see (from this diagram), ...*
- *This picture ...*
- *If you look at it more closely, you will notice...*

Image 4: Using visuals (from http://www.clipartguide.com/_small/0511-0703-1212-5857.jpg)

Extra material: Powell, Mark. 1999. *Presenting in English*: How to give succesful presentations. Hove: Language Teaching Publications. An excellent workbook with audio cassette if you want to really learn giving presentations. It is about business situations, but many things in it are useful for any kind of presenting.

2.3 READING AND VOCABULARY: GRAPHIC DESIGN

a) One of the video tutorials by TJ Walker talks about how to use Power Point when giving a presentation, because this is nowadays an extremely popular tool. Read the following statements about designing and using PPT slide shows, and discuss with your classmate(s) whether they are true or false.

1. Preparing slides with Power Point is easy.
2. There are too many graphics options in Power Point.
3. Most people put too much text on their slides.
4. There should be only one background color in each PPT presentation.
5. A PPT slide show is meant only as background to a speech / lecture.

b) Read the following text, written by an experienced graphic designer from Australia, and do the tasks below.

Graphic Design For Beginners - 5 Basic Principles by Martin Vine

This article references my experience in magazines, but the principles apply equally to other media in both web design and print. No matter what software you work on, or what industry you're in, these guidelines are universal. Understanding them and practicing them will pave you a rock-solid foundation for a successful career. The rest is up to you!

There's no question some people have a gift for graphic design, but even the most talented novices need some mentoring in order to learn fundamental design basics when they're starting out. Without such guidance, many gifted designers will fall short of their potential. I've seen experienced Art Directors do high-impact magazine covers and creative feature openers filled with eye-popping typography and complex Photoshop collages. But the pages that follow are littered with unforgivable design flaws. Here are five basic principles - not necessarily in order of importance - which will help you become a better designer from day one.

1. Comprehension precedes typography

We've all seen designers do amazing things with type. Pulling words apart and manipulating individual letters to reflect the context and meaning is one of the fun things about designing. Before you get that far, however, one simple prerequisite: read the copy and understand it! For people whose job it is to work with type, many designers have an aversion to reading. However, before you can go and play with the text, you must understand exactly what you're being asked to present visually. Know which words - if any - need to be emphasised; understand the hierarchy and stick to it.

2. Good typography

Once you're ready to bend the type to your will, remember it's not always necessary to waste hours looking for the perfect font. Try instead using a plain font and do something creative with it. This is a good place for an inexperienced designer to test their typography skills. If you can produce creative typographic designs with classic fonts such as Helvetica, Times, Garamond, etc, then you'll be well prepared to explore and design responsibly with the more exotic fonts available. Bonus tip: if you're combining fonts, the key is there must be contrast between them, otherwise you may as well just use the one (or the variations thereof). This can be done using size, weight and colour, but also consider the style of fonts themselves. Rarely will it be a good idea to pair up two decorative fonts. Alternatively, the combination of exotic and plain fonts can yield fantastic results.

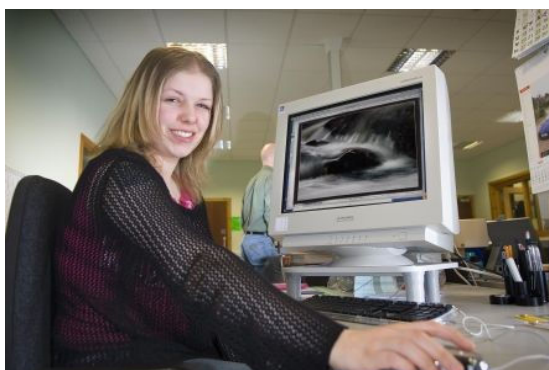
3. Understanding hierarchy

The laws of hierarchy apply equally to text, graphics and images. Without them, your artwork trips on the first hurdle. List in your head (or jot down on paper) your design elements in order of importance, then design and assemble them so that the viewer immediately recognises which part he/she should be looking at first. Start with the most-important, then second-most, and so on. Rarely will you need more than a three or four-tiered hierarchy. Again, use size, weight and colour to affect the outcome, but it is important that this hierarchy is at the beating heart of your design, not a last-minute adjustment. Once you've finished, have a good look at your work. If the hierarchy isn't obvious to you, chances are it won't be obvious to anyone else.

4. Combining colours

Image 5. Doing graphic design (from: <http://www.hie.co.uk/getimage.aspx.ID-52288.gif>)

You'll either have a feel for colour or you won't. Mostly true, however, a beginner can't be expected to have the same balanced sense of colour as an industry veteran. So where to begin? Obviously, you'll need to consider what kind of design you're doing, and who it's aimed at. But



whether you're working with vibrant primaries or a stylish earthy palette, there are ways to ensure you're combining colours that don't jar or vibrate against each other. Take a nice earthy purple: 50C/45M/15Y. Instead of grasping blindly for a complementary colour, try sliding the CMYK channels against one another, keeping at least one the same. If we slide only the Magenta down so we get 50C/10M/15Y, you'll find a nice turquoise that works perfectly with the purple. Or perhaps you want a warm combination. Go back to the original purple and assign the same numeric values to alternate colour channels: 15C/50M/45Y. Now you've got an earthy pink - same values; different channels. Again, it works well with the purple (in fact, they all work together). Naturally, there's nothing saying you need to stick rigidly to this rule, but it's a good starting point for a novice designer struggling with the tricky concept of colour. And don't forget to make sure your monitor and printer are calibrated to display accurately.

5. Is your design the best possible solution?

Graphic design is of course subjective, and there are a hundred different roads leading to the solution. You need to find the best. Once you've finished your work, ask yourself this: is this the best possible outcome? The measure of what kind of designer you'll become will rest greatly on the extent to which you push yourself with this very question. Don't settle on something if you're not 100% convinced it's the best-possible design outcome. If there's even a sliver of a doubt in your mind, change it or try something new. Your client wants to see the best you can do. That's exactly what you should be delivering every time.

The above-listed principles should be lesson 1.01 for any upcoming graphic designer. A successful, experienced professional works to them without ever pausing to think about it. Creativity without order is contemporary art, not graphic design. Never forget your client. They're paying you to be creative, but working with these guidelines in mind will help build structure to your art so that it's true to its purpose and sells exactly what it's designed to sell...be it glamorous or not-so-glamorous. After all, that's precisely what we're employed to do.

Source: http://EzineArticles.com/?expert=Martin_Vine (cited August 2nd, 2008)

In the introduction, find out who Martin Vine wrote this article for.

- a) lay people who want to do their own graphic design
- b) experienced professionals
- c) beginners in professional graphic design

Par. 1. In your own words, what is the No. 1 rule?

Par. 2. Which of these things does Martin recommend as far as fonts are concerned? (Circle all correct statements.)

- a) Do not use exotic decorative fonts before you have mastered plain ones.
- b) If you are combining two fonts, use two similar ones.
- c) If you combine two fonts, take a plain one and a decorative one.

Par. 3. How many categories of importance should there normally be for your graphic elements (between those the reader will look at first and those they will look at last)? ____

Par. 4. What is Martin's advice about colors? (Circle just one correct answer.)

- a) Always use contrasting colors.
- b) Use the same color, just change one of the CMYK channels.
- c) Look at a color scale and use your feel for colors.

What is the main point of the concluding paragraph?

3. VOCABULARY WORK: *Look at the shaded words in the reading text and write what they mean.* You probably don't know exactly what they mean, or you feel you don't know at all. That's fine – the purpose of this exercise is to **guess** what words mean. This is a very important skill – it helps you learn a language faster and more easily. You can understand more of what you read / hear that way, and you remember words faster, so they will also be available to you when you speak / write. *When you have finished, check the Key section at the back of the book for the explanations – you will see if you are right and what exactly can help you guess what a word means.*

Summary & revision tasks

1. *Write what you should or should not do when giving a speech. Think about the:*

- *process of preparing it:*
- *Power Point slides:*
- *body language:*
- *intonation:*

2. *Write three phrases useful for giving a presentation – try to remember them without looking back at the list.*

3. *Write two tricks you can use to guess the meaning of a word in a text:*

5. *Write five words you remember from the text on graphic design:*

3. GETTING INFORMATION ABOUT OPPORTUNITIES ABROAD

In this unit you will practice:

- different ways of reading for getting information
- writing a formal letter - letter of request.

You can use these reading and letter writing skills not only to find information about a job / study opportunity abroad, but for a number of other purposes in different situations.

The second part of this unit is designed to boost your vocabulary learning. It is about seeing similarities between words, which can help you guess their meaning and remember them more easily.

3.1 SPEAKING: CLASS SURVEY ON GOOGLING

What does it mean to google?

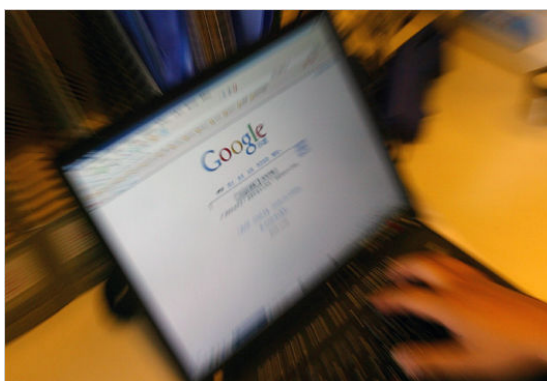


Image 6: Googling (from <http://graphics8.nytimes.com/images/2007/11/16/health/google.533span.jpg>)

Classroom survey. Each student gets one of the questions below. Then you walk around the class and ask this question of at least 4 other people. Note their answers and then report – you will get the class 'googling statistics'!

- How many times a week do you use Google?
- Do you use any other search engines or directories?
- Do you search using English or do you mostly search only Slovene pages?
- Which topics do you look for the most often?
- Do you usually find what you are looking for?
- Do you use any 'tricks' when you search using Google?
- Have you ever written an e-mail (in English) to a person or institution that you found on the internet?

3.2 WAYS OF READING

You probably never thought about that, but there is not just one way of reading a text, and that goes both for reading in your mother tongue or in a foreign language. For example, what exactly are you doing when you are googling? *Try to analyze and write down:*

First I enter a search term, then I _____. When I _____, I _____.

The two basic ways of reading are QUICK READING and SLOW READING.

Googling is an example of QUICK READING. There are two types of quick reading.

If you are looking for just some specific detail, this is called scanning.

If you are trying to just get the main point, this is called skimming (to skim means to take the cream off the milk).

SLOW READING is used when you need to understand a text completely.

In which of these situations do you use quick reading and in which do you read slowly and thoroughly? Put Q for quick or S for slow next to each example.

- browsing through a newspaper article
- reading instructions for a new device
- going through class materials to check if topic X was discussed last week
- looking for a name in a telephone book
- looking for a word in a dictionary
- reading a business letter you will reply to
- reading a text you would like to discuss or criticize
- reading a website's main page to see if it has the information you are looking for
- studying a chapter in a coursebook for an exam

Your reading will become more effective and easier if you remember that you can use different approaches depending on the type of text in front of you and your purpose for reading it.

And here are some tips for BECOMING A BETTER READER (whether you want to read quickly or slowly).

1. **Be aware of your purpose. Why am I going to read this?** What do I want to get out of it?
2. **Pay attention.** Most people read in the same way that they watch television, i.e. in an inattentive, passive way. But reading takes effort – make the effort.
3. **Stop 'talking to yourself' when you read.** If you sound out the words in your head as you read, try to stop doing it. It slows you down. Try to think of reading as if you were looking at a landscape, a panorama of ideas, not just a lot of words on a white page.
4. **Read in thought groups. Don't stop your eyes too often.** Meaning is easier to pull from groups of words rather than from individual words. Try to take in a whole phrase at a time, a whole short sentence, a whole part of sentence up to a comma. It's like carrying your shopping home. If you try to carry each thing separately, you will drop everything. If you put things in bags, it is much easier.
5. **Don't keep re-reading / don't go back too much.** Reading a phrase or sentence again and again slows you down. Of course you sometimes need to make sure that you understand every word, but usually it's better to try to guess if you can than to get stuck.

Adapted from: Doyle, D. (cited July 30th, 2008). Available at: <http://english.glendale.edu/speed1.html>.



Practice:

Skimming interactive exercise: <http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm>

Scanning interactive exercise: <http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm>

3.3 READING AND VOCABULARY: A MEDIA CONTEST

Here is a text from a webpage of an institution which organizes a competition for best media projects. Read it and do the tasks below.

THE BEST OF NEW MEDIA DESIGN COMPETITION

SND honors excellent multimedia journalism with The Best of New Media Design Competition. This competition rewards skill, innovation and high-quality visual journalism in Web and other new media design with monthly and annual prizes.

The competition year begins July 1 and ends June 30. Projects may be entered at any time for monthly prizes. Fees are \$15 per entry for students, \$20 per entry for SND members and \$25 per entry for nonmembers. Fees must be paid in U.S. dollars. If you are unable to make your payment with a credit card, contact SND at snd@snd.org to make arrangements for payment by bank draft.



Image 7: Getting an award (from <http://www.daelnet.co.uk/images/awards/awards4.jpg>)

Monthly winners are announced throughout the year. Annual winners are announced at the SND Annual Workshop and Exhibition Awards Dinner in the fall. To see winners, and for more information, visit the SND.ies Web site.

Entry Requirements and Policies

For all categories, work must have FIRST been published online during the competition year in which it is entered. Ideally, entries are entered during the month they first go online. However, we will accept an entry from any month during our competition year.

You do not need to be a member of SND to enter the competition.

All entries must be submitted to SND via the Internet. To begin the process, register as an entrant. When submitting entries, use the official log in page to access entry forms.

SND welcomes entries from around the world and every effort will be made to have a native speaker of the entry's language included in the judging. However, we cannot guarantee that a native speaker always will be available.

Please be sure you provide specific URLs, and a user name and password if your site is subscription only. Entrants are responsible for Web availability of entries between the date their entry is submitted and the following three months. Monthly winners must be able to provide access to the submitted page(s) indefinitely.

Entry

Deadlines

All entries must be received no later than the first day following the end of the month. For example, entries for the month of February should be received no later than the end of the day, March 1, in your time zone. No late submissions will be accepted.

Judging Procedures

Judges for the competition are journalism, new media and design experts from around the world. There are two types of judging each competition year:

- ☐ Monthly judging: takes place during the month following the entry deadline.
- ☐ Annual judging: takes place at the University of North Carolina in late August or early September.

Monthly Competition

The SND.ies Director selects judges for the monthly and annual awards. There are about 15-20 judges for each monthly competition. Each judge is randomly assigned an equal number of entries to assess. No judges are assigned entries to evaluate if any conflicts of interest are apparent.

Judges submit their scores and comments for each assignment online in the "SND.ies Virtual Judging Room." Monthly winners are announced on the 15th of each month - one month and a half following the monthly competition deadline.

IMPORTANT: Monthly winners are automatically eligible for the annual awards. You **MUST** win a monthly award to compete in the annual competition.

Annual Competition

Between seven and 10 of the judges involved in the monthly competitions meet at the University of North Carolina - Chapel Hill in late August or early September of each year. They choose the annual winners from the pool of monthly winners.

Winning entries may receive an Award of Excellence, or the judges may choose to award Silver or Gold medals for outstanding work in each category. No entry can win more than one of these awards.

Adapted from: The Best of Multimedia Design (cited July 31st, 2008). Available at: <http://www.snd.org/competitions/sndies.html>.

Answer the following questions:

1. Could you participate in this competition? _____
2. How much would it cost you to participate? _____
3. What is an entry? _____
4. What is the main condition for an entry? _____
5. When do you have to send in your work? _____
6. Can you submit work which is in the Slovenian language? _____

Write out 10 words or phrases from this text which seem useful to remember. Provide a translation or explanation also.

_____ -

_____ -
_____ -
_____ -
_____ -
_____ -
_____ -
_____ -
_____ -
_____ -

3.4 WORD PATTERNS

When learning / using a foreign language, it is good to know that words are not 'lonely riders', but are related to other words. Groups of relatives usually have something in common as far as meaning goes, but also in form. For example, all words that end in –able are adjectives, and you can use them to describe a person or thing (for example capable, changeable, reasonable etc.). If you pay attention to these relations, it is much easier to guess the meaning of a new word, or to think of a word when writing/speaking. Basically, if you know one word in a family, you know all the other ones, too!

Here are some examples of related words from the text about a media competition. Do you see the patterns?

1. ENTER – ENTRANT
apply – applicant (application, appliance)
2. SUBMIT – SUBMISSION
commit – commission
admit – admission
permit – permission
omit – omission
(meet – mission)

What do these words have in common? On the left are verbs (words for doing something), and on the right are words which describe the act of doing X. (For example: permit-permission: dovoliti-dovoljenje).

3. MONTH – MONTHLY
day – daily
year – yearly
week- weekly
hour – hourly

What do these words have in common? On the left are words for units of time, on the right are words which tell us how frequently something happens – in a year, month, day... Daily (dnevno), monthly (mesečno) etc.

4. WIN – WINNER – WINNING

scan – scanner – scanning

swim – swimmer – swimming

sin – sinner – sinning

run – runner – running

cut – cutter – cutting

These are all verbs which are short and get a double last letter when we make out of them a word for a person who does this or when we add – ing.

3.5 WRITING: FORMAL LETTERS OF REQUEST

SAMPLE E-MAIL LETTER REQUESTING INFORMATION

To: house-of-english@york.net
From: tanja.novak@siol.net
Subject: INQUIRY ABOUT ADVANCED ENGLISH COURSE
Date: October 12th, 2007

Dear Sir / Madam,

I am writing to you with regard to your advanced English language course. I found quite some information on your website and I am thinking of applying, but I would require some further details.

Can you please let me know if the course will take place in November even if there are not enough candidates, and which countries the course participants usually come from. Also, I would appreciate it if you could send me an overview of the course goals and content.

Looking forward to hearing from you,

Yours faithfully,

Tanja Novak

SAMPLE REPLY TO E-MAIL LETTER REQUESTING INFORMATION

To: tanja.novak@siol.net
From: house-of-english@york.net
Subject: Re: Inquiry about advanced English course
Date: October 17th, 2007

Dear Ms. Novak,

Thank you for your interest in our advanced English course, which will definitely take place in November. Participants usually come from all over Europe as well as from Asia. Please find in the attachment the course programme.

We hope that you will decide to spend an exciting week with us in Brighton.

Yours sincerely,

Sarah Jones

Now read the guidelines for writing a formal letter and try to find each point in the two sample letters.

GENERAL RULES

- appropriate form
- formal language
- be polite (use polite phrases)
- write the subject line
- introduce yourself
- describe your problem / request
- say why you are asking for it
- be brief and to the point
- say exactly what and when you want to be done
- give the person a reason to help you

USEFUL PHRASES

Openings:

Dear Sir / Dear Madam / Dear Sir or Madam / Dear Sirs / Dear Mr X / Dear Ms X

Main text of letter:

I am writing to you regarding...
I have seen your website / brochure...

and I would like to get some more information about ...
Could you please also let me know...
Would you kindly send me
I would be grateful if you could tell me

Closures:

- I look forward to hearing from you (as soon as possible)
- Please contact me if you require further details.
- Thank you in advance for your quick reply.

Yours sincerely (if you know the person's name), Yours faithfully (if you don't know the person's name)

Write an e-mail letter to ask for some more information about the contest you read about in Part C of this unit. Use the guidelines and examples above.

Summary & revision tasks

1. What are the two ways of reading? Give one example of each without going back a few pages.

2. Try to remember the words from the slow reading text that mean the following:
 - to send something to an institution that will decide about it: _____
 - to be there for you to take / use: _____
 - something that happens once a year: _____
 - what you get for a special achievement: _____
 - date by which something has to be done: _____

3. Without going back a few pages, name 2 things that make a formal letter formal:

-
-

Write two typical phrases for the text of a formal letter:

-
-

4. SPEAKING SITUATIONS AND AUDIO MEDIA

Introduction

The focus of this unit is on speaking and vocabulary learning.

The type of speaking you will practice is dialogues, but the goal is NOT not to learn fixed dialogues by heart – the goal is to learn typical phrases which you can use in different situations when you go abroad or when you talk to someone in English over the phone. Unlike in Unit 1, which was about small talk (casual conversation), these are about getting a service, getting information or some other business situation.

The topic dealt with in this unit is audio media. The text you will read will provide a lot of useful vocabulary from your field. You will also be encouraged to choose yourself which words / phrases you come across are more worth remembering than others.

4.1 SPEAKING: DIALOGUES ABROAD

a) Read the following examples of typical dialogues in different situations when you visit an English-speaking country.



Image 8: Paying for a service

(from <http://www.ifimages.com/photos/4ujisi948sHz5YhKQsH8ExbMGZQ/author-805/Man-checking-paying-reception-desk.jpg>)

At the airport Immigration officer: Good afternoon. Can I see your passport? Is this your first visit to this country? Visitor: Yes. Immigration officer: Tourist or business? Visitor: Business. Immigration officer: Do you intend to seek employment in this country? Visitor: No, I'm just visiting business partners for a week. Immigration officer: OK, thank you, Sir / Madam, have a good stay.	Getting a taxi to your hotel Visitor: Hello, I need to go to the city center. Taxi driver: OK. Where exactly are you going? Visitor: To Maple Grove Hotel. It's in an area called Blendon. Taxi driver: Oh, yes, I know where that is. Visitor: How much will it cost me? Taxi driver: 20 dollars. Visitor: How long does it take to get there? Taxi driver: Well, if there isn't too much traffic, should be about half an hour. Visitor: Oh. OK. Can I put my suitcase in the back? Thank you.
In the street, asking for directions Visitor: Excuse me. Can you tell me where the Blendon Conference Center is? Passer-by: Ah, let me think. It's two blocks down from here, then turn right. It's the big building with a glass front, you can't miss it. Visitor: Thank you very much. Passer-by: You're welcome.	Paying for a product / service ▪ Service person: OK, how would you like to pay? ▪ Customer: Do you take credit cards? ▪ Service person: Yes, we do. Visa, Master Card and American Express. ▪ Customer: OK, here's my Visa. ▪ Service person: Thank you. I'll just swipe it through here. Can you sign the slip here, please? Thank you. Have a nice day!

	Customer: Thank you, goodbye.
In a shop - Assistant: Can I help you? - Customer: Yes, I'm looking for a sweater. - Assistant: What size are you? - Customer: Well, 41, but I see that your sizes are different than in my country. - Assistant: Where do you come from? - Customer: Slovenia. That's in Europe. - Assistant: I see. A European 41 is 9, so look at that rack over there. - Customer: Thank you. Can I try some on? - Assistant: Certainly, there's the changing rooms over there.	At the hotel - Receptionist: Good evening, how can I help you? - Guest: Good evening. I have a room booked here for a week. My name is... - Receptionist: Let me check. Is it a single or double room? - Guest: Single. - Receptionist: What did you say your name was again? - Guest: Janez Novak. - Receptionist: Can you spell that for me? - Guest: Yes, that's J-A-N-E-Z N-O-V-A-K. - Receptionist: Ah, here it is. Your Room is No. 215. I need to ask for your passport. - Guest: Yes, of course, here it is. - Receptionist: OK, here are your keys. If you need anything, dial 0 for reception. Enjoy your stay!
In a restaurant - Waiter: Hello, how are you? - Guest: Hello. Can I see the menu, please? - Waiter: Certainly, here you are. - Guest: Thank you. What's today's special? - Waiter: Grilled chicken and Italian salad. - Guest: That sounds good. I'll have that. - Waiter: Would you like something to drink? - Guest: Yes, I'd like a coke. - Waiter: Thank you. <i>(returning with the food)</i> Here you are. Enjoy your meal! - Guest: Thank you. - Waiter: Can I get you anything else? - Guest: No thanks. I'd like the check, please. - Waiter: That'll be \$6.75. - Guest: Here you are. Keep the change! - Waiter: Thank you! Have a good day!	

b) *Underline the most useful phrases for each situation – the ones that you could just 'copy-paste' and use in any hotel / restaurant / taxi / airport.*

c) *Choose one of the situations and write your own dialogue for it. Keep just the typical phrases, and change the rest of the information - for example, buy shoes instead of clothes, try to get a room at a motel which you did not book in advance etc. Do not copy the sample dialogues! In class, you may be divided in pairs and the teacher will give each pair a situation to invent a dialogue for. When you have finished, you read or act out your dialogue and the other students will guess where you are / what the situation is.*

4.2 SPEAKING: PHONE CONVERSATIONS

It is true that today we often contact people abroad via e-mail, which is cheap and fast, but in business, telephoning is still an important way of communicating as well.

Think about the following question and write your answer below: what is the difference between speaking to someone live and speaking over the phone?

How to master the challenge of telephoning in English? *Look at a sample phone conversation, notice the useful phrases and practice.*

Sample conversation: Mr. Novak is calling a business partner in Switzerland. Their language of communication is English.



Image 9: Making a phone call (from <http://www.theamericanmind.com/wp/wp-content/uploads/2006/11/green-phone-call.jpg>)

- **Operator at Mr. Schwarzmänn's company:** Beste Medien, guten Tag!
- **Mr. Novak:** Eh.. good morning, this is Janez Novak. I would like to speak to Mr. Klaus Schwarzmänn.
- **Operator:** Do you know his extension number?
- **Mr. Novak:** No, I'm afraid not.
- **Operator:** One moment please. ... thanks for holding, I'm putting you through.
- **Mr. Schwarzmänn:** Klaus Schwarzmänn, guten Tag.
- **Mr. Novak:** Hello, this is Janez Novak from Ljubljana.
- **Mr. Schwarzmänn:** Oh, hello, Janez, how are you?

And here is a list of useful phrases for making phone calls in English in general. Remember that it is usually better to be more formal than too informal on the phone!

Introducing yourself when you are calling:

- This is (name and surname) from .. (name of your company / city / country).

If someone forgets to introduce themselves:

- Can I ask who is calling, please?

If you didn't hear their name well:

- I'm sorry, can I have your name again please?

If you got a secretary, an operator or a colleague of the person you are calling:

- Can I have extension number 123?
- Could I speak to Mr. X?
- Is Peter in the office? (informal!)
- Can you give him a message?

When you are answering the phone:

- (Can I speak to Ms. Novak?) - This is she.
- (Is Ms. Novak in the office?) – I'm afraid she's not here.
- Just a moment.
- Would you like to leave a message?

When you are sure that you are talking to the right person and have exchanged greetings (including 'How are you?'), you say why you're calling:

- I'm calling about... / to ask you about... / to invite you ... / to let you know..

Practice with a classmate (role-play). *Imagine that you have bought a small computer program from a company in the US. You have paid for it online, and they sent you an e-mail with your registration details. However, the password does not work. You don't have time to write them an e-mail and wait for their reply, so you decide to telephone. You check the time difference and it is 10 am in Los Angeles right now. Your classmate will role-play the customer service person at the IT company. Call, explain your problem, the classmate should ask you some questions, and together you figure out that your password did not work because of the Š (Ž, Č) in your name. Don't forget to finish the conversation appropriately (thanking and saying goodbye). If you wish, you can write out the whole conversation first, but it's better to practice without that.*



For more practice - with audio and video recordings, go to:

- Business English Podcast at <http://www.businessenglishpod.com/?s=telephoning&x=0&y=0>,
- Learn English 28 – Office phone at <http://www.youtube.com/watch?v=m-W6dXfm7YE>.
Check the list of related videos: there are several others on YouTube about making business phone calls in English, telephone etiquette etc.

4.3 READING AND VOCABULARY: THE DEVELOPMENT OF SOUND TECHNOLOGY

Read this text and do the tasks below.

Sound recording and reproduction is the mechanical or electrical inscription and re-creation and/or amplification of sound waves, usually used for the voice or for music. People began developing technology for recording and reproducing sound in the 14th century in Europe. A variety of machines were created which could store sound, but there were various problems: some could not play it back and others were as big as one whole room! A major breakthrough was the invention of the phonograph



cylinder by Thomas Edison in 1877. It soon spread across the globe and over the next two decades the commercial recording, distribution and sale of sound recordings became a growing new international industry, with the most popular titles selling millions of units by the early 1900s. The next major development was the invention of the gramophone disc by Emile Berliner, which was commercially introduced in the United States in 1889. Discs were easier to manufacture, transport and store than cylinders, and they had the additional benefit of being somewhat louder. By the end of World War I the disc had become the dominant commercial recording format. With some changes, it remained the primary medium for consumer sound recordings until the end of the 20th century. The double-sided discs were made of shellac – a kind of plastic - and were most often designed for the speed of 78 rotations per minute. Discs produced better sound than previous technology (a bigger frequency range), but when played several times, they were ruined, and were also easily breakable. The late 1940s brought the vinyl record in two formats: a smaller and slower one, and the long-playing LP, which soon completely replaced the 78.

The phonograph and the gramophone disc were still mechanical devices, and the early sound players were hand-driven (you had to wind them up). Using electricity, of course, revolutionized the sound industry. In the first half of the 20th century there was a series of inventions including microphones, loudspeakers, and the mixing desk, designed for the amplification and modification of electrical sound signals. De Forest's vacuum tube was a device which greatly amplified electrical signals. Further inventions of special circuits by E. Armstrong made higher fidelity electrical sound recording and reproduction possible. These inventions were very important not just for the music industry but for the development of telephone and radio technology as well. Armstrong's Superheterodyne circuit is the main component of all analog and digital radio-frequency transmitter and receiver devices to this day.

In the early 20th century, there were also other developments, for example the first magnetic wire recorder (by a Danish scientist). Their sound quality was poor, so they were mainly used for dictaphones. An Italian inventor developed discs made of razor steel, which frequently broke, and the technicians had to be in another room to avoid the sharp pieces flying around the studio!

Two very successful inventions of the time were the optical sound-on-film system, which used a photoelectric cell to record sound on film tape and enabled the beginning of the talking movies, and the Magnetophone (developed by the German AEG). The general public could buy this product in 1940 for the first time. Now, sound could be recorded, erased and re-recorded on the same tape many times, recordings could be copied many times with minimal loss of quality, and edited precisely by cutting the tape and joining it again. Also the recording process changed: it became completely electronic, and enabled the success of the first world-famous pop singers such as Frank Zappa, The Beatles and The Beach Boys. It was now also possible to pre-record and archive radio programming.

Magnetic tape also enabled the recording and reproduction of high-fidelity stereophonic sound. It was not the first time that Bell Laboratories in the US contributed enormously to the development of sound technology. Stereo sound was first embraced by the movie industry, further developed by German engineers before WW2, and later used in the music industry. In the 60s, many pop songs were recorded in mono, and then changed to stereo.

The next revolution was the invention of the transistor, the world's first "personal music device", which became a major consumer luxury item in the 1960s, transforming radio broadcasting from a static group experience into a mobile, personal listening activity. The development went further in the direction of small devices that could be used by any lay person. The compact cassette, introduced by the Philips electronics company in 1964, is the best known. The Sony Walkman, introduced in the 1970s, was portable and enabled any person to record sound. This gave a major boost to the mass distribution of music recordings. A key advance in audio fidelity came with the Dolby A noise reduction system, invented by Ray Dolby in 1966. This greatly improved the quality of cassette tape sound and became part of the booming "hi-fi" market of the 1970s and beyond. At this time, many technicians attempted to produce multi-channel sound – Pink Floyd's famous album *'The Dark Side of the Moon'* is recorded on four channels, for example. The system had several problems, and it eventually died out, but it did pave the way for the eventual introduction of domestic Surround Sound

systems in home theatre use, which have gained enormous popularity since the introduction of the DVD.

The invention of digital sound recording and the compact disc in 1982 brought significant improvements in the durability of consumer recordings. The CD initiated another massive wave of change in the consumer music industry. It ousted the vinyl record effectively, although the introduction of digital systems was initially fiercely resisted by the record industry which feared wholesale piracy on a medium which was able to produce perfect copies of original released recordings. The most recent and revolutionary developments have been formats such as the WAV digital music file and the compressed file type, the MP3. This generated a new type of portable computerised digital audio player, the MP3 player. New technologies such as Blu-ray Disc and HD DVD continue to set a very high rate of change in digital audio storage. This technology spreads across various associated fields, from hi-fi to professional audio, internet radio and podcasting.

Technological developments in recording and editing have transformed the record, movie and television industries in recent decades. Audio editing became practicable with the invention of magnetic tape recording, but the use of computers has made editing operations faster and easier to execute with software, and the use of hard-drives for storage has made recording cheaper. Today, the process of making a recording is separated into tracking, mixing and mastering. Multitrack recording makes it possible to capture signals from several microphones, or from different 'takes' to tape or disc, with maximized headroom and quality, allowing previously unavailable flexibility in the mixing and mastering stages for editing, level balancing, compressing and limiting, adding effects such as reverberation, equalisation, flanging, and much more. Computers are able to not only record and analyze human voice but even take dictation...

Source: Sound recording and reproduction. (cited August 3rd, 2008). Available at: http://en.wikipedia.org/wiki/Sound_recording_and_reproduction

When you read a text in English – any text, but especially one which has to do with your field of study / work and has a lot of new vocabulary – you can learn new words and phrases from it. However, it is good to have a strategy for doing this because often there are too many new words and you can't remember them all. On top of that – and this is good news – you don't need to remember them all. (In fact, you don't even need to understand them all.) What you need to do is decide which words / phrases are

- important for the understanding of the text
- useful to remember (you will probably read / hear them again, or need to use them in your communication in English).

The rest of the new words / phrases are the ones which you don't need to understand perfectly in that particular text and / or are not that often used and it is not so important that you remember them. Let's call these two categories 'take-away' and 'leave-behind'. Go through the text on sound technology again, and choose 1-3 'leave-behind' words / phrases and 4-6 'take away' words / phrases for each paragraph. To help you, the first paragraph has been done for you.

Tip: if it seems to you that each paragraph has 20 useful words, make a list and then try to shorten it. Also, remember that this is your personal list – only you know which words / phrases are new to you!

LEAVE-BEHIND

TAKE-AWAY

- cylinder
- shellac
- breakable

- **amplification**
- **sound waves**
- **across the globe**
- **major development**
- **recording format**
- **frequency range**

Summary & revision tasks

1. Write three phrases you can use in three typical situations when visiting a foreign country.

2. Write two typical phrases you can use when making a phone call in English.

-
3. Write three words /phrases related to the topic of sound technology from your take-away list.
-

5. FINDING EMPLOYMENT

This unit is about trying to find and get a job in the field of media production in an English-speaking environment. You will:

- learn useful phrases for understanding job ads, writing a CV + application and participating in a job interview, and
- work on all four language skills: listening, speaking, reading and writing.

Don't think this unit will never come in handy because you do not plan to work in Hollywood. Nowadays, there are many internationally owned companies, and English is used as the language of communication even outside of the English speaking countries, including Slovenia. This is particularly true in the field of computer technology and media production.

5.1. READING AND VOCABULARY: JOB ADS

a) Read the following job ads (adapted from various internet sources – real job ads!) and decide which of the jobs you personally would be interested in. Prepare to tell the class which one(s) you chose and why.

WEB DESIGNER

We are an Australian Public Company who are currently the leading provider in the online education sector of eBay in Australia. We are looking for a full time motivated junior Geek who just loves the Internet, graphic design and computers. We will teach you all aspects of Internet marketing, traditional offline marketing, copywriting and much more.



Image 11: Junior geek (from <http://www.dezeen.com/wp-content/uploads/2008/07/new-designers-awards-jason-peakock-hallmark-card.jpg>)

Conditions:

Skilled in Web design Frontpage & Dreamweaver, Office Programs, Graphic Design with Adobe Creative Suite, Apple Mac programs and PHP & SQL programming
Your own transport
Switched on and energetic
Dedicated to creating a long term career
Hard working, responsible, loyal, honest, with a great work ethic

Work will be mostly on the Internet, partly preparing items for shipping out and helping in the warehouse. Pay grade will be in line with the award for an entry level graphic design position.

Here's your chance to get started in your dream job with a fantastic long term career path and heaps of growth potential.

Matt Clarkson, CEO
You Won The Bid Ltd
07 5539 8264

IMAGE EDITOR Permanent full time job in London Salary: £18,000 - £19,000 per annum, negotiable The job involves retouching and editing of imagery in Photoshop. Skills required: Advanced Adobe CS Suite and re-touching skills Forward planner/initiative Commercial understanding Good interpersonal skills (teamwork) Time management Attention to detail
FLASH CS3 DEVELOPER Job Location: London, South East England Salary: £300 - £3,000 per annum Job Type: Contract Fantastic opportunity for a talented Flash CS3 developer to work on cutting edge projects within one of the most exciting digital agencies focusing on online animation and stylish content. Your ability to work on multiple projects within the Flash/ Adobe environment is key. You should also have a keen eye for state of the art work. Portfolios required!
3D ENVIRONMENT ARTIST Job Location: All Over The UK, United Kingdom Salary: £20,000 - £30,000 per annum Job Type: Permanent UKPharm – I.T are recruiting for reputable Games Developers all across the country. Although we're looking for experienced candidates, we will consider applications from individuals who show a keen interest in the Games Industry. This means you should have a varied portfolio of samples relating specifically to the Games Industry. Applicants will need to demonstrate excellent creative, technical and visual skills as well as a proven ability in one or more of the following areas: · 3D environment creation · Texture creation · Understanding of lighting and colour · Knowledge of architecture · Understanding of level design & creation As a successful candidate you'll receive an excellent remuneration package plus benefits as well as the opportunity to work for some of the leading UK Games Developers. To apply please send an introduction email along with your CV. Thanks
PART-TIME STUDIO OPERATOR Location: Portland, Maine Application Closing Date: Open until filled WMTW-TV is currently seeking applications for the position of Part-Time Studio Operator. Main job responsibilities include: operation of all studio cameras for any assigned production, set-up and care for all studio equipment and lighting, making sure that the studio is ready for air, operation of studio production equipment as needed and assistance with any aspects of News and Production departments as needed. Job Qualifications: One year of television experience is preferred; a high school diploma or equivalent is required. If interested, please submit your resume to: Human Resources, P.O. Box 8, Auburn, Maine 04210 Hearst-Argyle Television is an Equal Opportunity Employer.

PRODUCER/SALES PERSON

Adelphoi Music is a busy music and sound design production company looking for a Producer/Sales Person to generate new business & produce bespoke audio for advertising. The ideal candidate is outgoing, self-motivated and has an existing contact base. Sales and/or production experience in advertising/music/television industries essential. Please e-mail CV and covering letter to paul@adelphoi.com by 26.09.06

MOBILE DISCO OPPORTUNITIES

MantraSound Ltd. in Shropshire, UK, is looking for new mobile disco DJs with a Public Liability Insurance, a regularly checked email facility, and a rig and vehicle that is suitable for the tasks that they will undertake. They also need to PAT test equipment regularly and to provide evidence of such. Please fill in the [MantraSound application form for DJs and karaoke organisers](#) if you are able to do so. If you are not, you may telephone us on 01691 649044. Contracts which may be offered tend to be family and wedding discos, or general all-age celebrations. DJs are expected to accept a 30 track playlist of the customer's choice which they will use as a style guide, and to liaise with the customer over personal requirements.

SOUND TECHNICIAN

The successful applicant will be in charge of bringing to life the sound effects, and readying the 1000's of lines of voice files that will be inserted into the mod. This role requires a lot of expertise in mixing/mastering and we want a professional sound to our elements.

Skill Requirement ;

- Ability to manage SFX department with both decent time commitment and passion
- 2 + years experience in your program(s) of choice
- knowledge of DX10 and these new engines' capabilities/limitations

Preference;

- 16+ years of age
- Game/Mod experience previously in leader capacity
- A fan of comedic parody and shooter gameplay.

Things we'd like to see of a Sound Designer;

- Enthusiasm, talent, commitment
- The ability to see a project through to the end.
- Ability to work under time pressure and in conjunction with the project manager.
- A good demo/samples of work.

Thanks for applying and for showing interest in our project. Sign up and apply at our official [Forum](#)

Sincerely,

Parody Wars team



Image 10: Sound editing (from http://media.vfs.com/media/sound_design/learn/sfx-editing-08.jpg)

ASSISTANT PHOTOGRAPHER

Job Location: Peterborough, Cambridgeshire

Salary: Negotiable

Job Type: Permanent

Person Specification

- Be a good team player
- Possess initiative
- Excellent communication skills
- Organisation skills
- Work well under pressure

Technical Competencies

- Able to frame and compose shots
- Able to Set up lighting for basic shoots
- Basic understanding of flash studio lighting
- Preparing studios for use and maintaining equipment
- Good practical knowledge of digital SLR Cameras and Lenses
- A flexible attitude to working hours and work load
- Appropriate IT skills to assist in file handling and distribution
- Knowledge of Health & Safety legislation and procedures

If you believe you could rise to the challenge of this role, within our exciting organisation, then please forward a detailed CV stating your salary expectations and why you feel your experience and skills match our requirements. CLOSING DATE FOR APPLICATIONS 15th NOVEMBER 2007.

b) Circle in the ads at least 10 words / phrases which you think are important to understand and are probably used in job ads a lot. If you are not sure what they mean, check a dictionary! You can write the meanings in English or Slovene around the text. Example: Salary: Negotiable (You tell the employer how much you would like to be paid, they will tell you how much they are willing to pay and you try to agree on a sum. (negotiate – pogajati se)



You can browse several online job advertisement services specializing in the field of media from all over the world. For example, MediaJobSearch Canada at http://www.mediajobsearchcanada.com/job_browse.asp (cited August 3rd, 2008).

Use
Search Jobs: K

"Canadians Helping Canadians"

Job Searchers Employers Media Websites MJSC

Compe CHANNEL

Job Browse

Browse Posted Jobs by Province or Category:

Category	Province	
Admin / HR (20)	Alberta	Nunavut
Advertising / PR (115)	British Columbia	Ontario
Audio / Music (5)	Manitoba	Prince Edward Island
Film (11)	New Brunswick	Quebec
Finance (8)	Newfoundland & Labrador	Saskatchewan
Graphics / Web (74)	Northwest Territories	Yukon
Internships (4)	Nova Scotia	
Magazine (36)		
Newspaper (21)		
Performing Arts (17)		
Purchase / Logistics (2)		
Radio (14)		

c) Match the typical job ad phrases below with what could be behind the offer sometimes.

What the Job Ad Says / What It Really Means

1. Salary range \$24,000- \$32,000	A. Health insurance
2. Top-notch communication skills	B. Be the voice of 1-900-HOT-TIME
3. Team player	C. \$20K/yr job that requires a \$100K/yr wardrobe
4. Public relations	D. Must be an M.A. willing to work on a B.A.'s salary
5. Outstanding benefits package	E. Brand new tacky windowless building where the picture frames all match the carpeting
6. Professional appearance important	F. Crap job with a title
7. Tons of variety!	G. Must deal with co-workers with rabid personalities
8. Competitive starting salary	H. You're looking at a minimum of 80 hours a week from now until we force you into early retirement.
9. No experience necessary	I. Receptionist
10. Pleasant telephone manner	J. The salary is \$ 24,000
11. B.A. required, master's preferred	K. Telemarketing
12. Beautiful offices in attractive location	L. Ten cents above minimum wage.
13. Dedicated	M. We took all the tasks no other employee would do & rolled them into one job
14. Administrative assistant	N. A crappy job

Adapted from: http://www.emmitsburg.net/humor/daily_additions/2001/july_2001/july_20.htm (cited August 3rd, 2008)

5.2 WRITING: CV AND APPLICATION LETTER

A CV (abbreviation for Curriculum Vitae) is a special type of text which we write when we have to give information about ourselves to a future employer or some other organization. Because employers often get tens or even hundreds of CVs to read, your CV should:

- be short
- have all the key information the employer is interested in
- have no mistakes in it
- be designed / formatted in a clear and appealing way.

!! The traditional Slovenian way of writing a CV is to produce a full-sentence text beginning something like: *I, Janez Novak, was born on September 2nd, 1988, in.. I went to primary school in...* etc. Remember: this is **not** the way a CV is written in English!

a) Look at the following example. Answer the questions at the bottom which will help you see and remember the main things about it.

Richard Anderson

1234, West 67 Street, Carlisle, MA 01741, (123)-456 7890.

OBJECTIVE: A challenging position as a Web Designer within a large exciting company.

WORK EXPERIENCE:

Web Designer: Bryer Computer Services, Cambridge, MA, 2000 - 2002

- Met and corresponded with clients to determine client needs for company sites.
- Created corporate web sites, portals and large-scale web applications.
- Developed and designed new web interfaces, layouts and site graphics.

Web Designer: Massachusetts Healthcare Co. Inc., Boston MA, 1998 - 2000

- Developed and maintained intranet and Internet for Company Websites utilizing Dream weaver, HTML, Flash and PhotoShop.
- Developed and designed user-friendly interface for on-line programmes like multi-media systems and web-driven e-mail.
- Created graphics including icons and logos using Fireworks and PhotoShop.
- Facilitated training on the use of programmes such as Fireworks and Dream Weave

EDUCATION:

- 1991: Massachusetts Institute of Technology (MIT) Boston, MA
- 1994 – 1998: BS in Computer Science

TECHNICAL SKILLS:

- **Languages:** C, HTML and JAVA.
- Proficient with HTML, Macromedia Dream weaver, Fireworks, Allaire Home Site, Microsoft Office Professional Edition, Adobe Acrobat, WebPosition Gold, Top Dog, Search Engine Optimiser (SEO)
- Familiarity with Adobe Go Live, Microsoft FrontPage, Adobe PhotoShop, Jasc Paint Shop Pro, Macromedia Flash

ADDITIONAL INFORMATION:

Hobbies include Horse Riding, Music and Basketball

Adapted from: <http://www.jobbankusa.com/resumewrite/Resumes/TechnicalResumes/tresumesample3.html>
(cited August 3rd, 2008)

1. Look at the main parts of the CV (the headings). In what order are they, and why?
2. Look at the dates under 'Education'. They go backwards. Why?
3. Why does Richard Anderson mention his hobbies at the end of the CV?

Now, you do not just send a CV alone when you are applying for a job. You send it together with a cover letter / application letter. You have already looked at how to write a formal letter in Unit 3, and this is just another type of a formal letter. Its purpose is to get the employer interested in reading your CV. Look at the example.

Image 12: Man reading letter (from http://www.adminsecret.com/nfs/adminsecret/attachment_images/0000/1199/CoverLetterOpeningLines_crop380w.jpg)



MODEL JOB APPLICATION LETTER

Mr. Edwin Employer
XYZ Company
87 Delaware Road
Hatfield, CA 08065
(909) 555-5555

November 4th, 2007

Dear Mr. Employer,

I am writing to apply for the programmer position advertised in the *Times Union*. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The job opportunity you offer is very interesting, and I believe that my strong technical experience and education will make me a competitive candidate for the position. I have successfully designed, developed, and supported live use applications. Also, with a BS degree in Computer Programming, I understand the full life cycle of a software development project. My ability to learn new technologies would surely be of value to your company as well. Please see my resume for additional information on my experience and qualifications.

I am available for an interview at your convenience. Thank you for considering my application and I look forward to hearing from you.

Sincerely,

John Jobseeker

b) Underline in this model letter all those parts of sentences or whole sentences which you think you could just copy-paste and use in any application letter. What can you see?

c) Write a CV and job application for one of the jobs you chose in the first part of this unit. Invent details if you wish / if necessary, but make it realistic.

d) Here are examples of typical errors and problems in Slovenian media students' CVs. Can you see what they are?

WORK EXPERIENCE - edited... - work... - photographing.... assistance of a professional photographer	html, java, Indesign, power point secondary school of printing and paper My hobbies include Music, Skiing and Photography.
on matura on IAM on parties on events on a fair	I fluently speak English. our local radio station a animation studio a image editor

Correct the following misspelt words:

talanted, costumers, tehcnical, aditional, crative, belive, conversion

Which English word or phrase could we use instead of these:

- picture manipulation:
- give technical help
- official papers:

Add the missing articles:

1. I attended design workshop.
2. I created tutorial on how to make animations.
3. I am computer expert.
4. I am sure this makes me competitive candidate.
5. I am applying for position you advertised.

5.3. LISTENING: JOB INTERVIEW

You are going to watch a YouTube video tutorial which shows you a bad and a good approach to a job interview.



Job interview success. (cited August 3rd, 2008). Available at: <http://www.youtube.com/watch?v=UN0SLzFNpDs>

After the introductory comments by Gavin Weddel of Management Consultancy International, watch the first part of the video: the 'bad' version of the interview. Try to notice and write down in a few key words what Nicola did wrong in this interview.

In the second part – the much improved performance of Nicola in the same interview – observe what exactly she is doing differently now. Make some notes.

As you can see from the job interview video, there are situations in which it is not at all good to use informal language or even slang. This is not just true of job interviews but most work / business / formal situations, and goes for speaking English as well as Slovenian.

Because a lot of the English you listen to is not formal (TV, for example), you need to learn more formal vocabulary to talk about the things you can already describe in simple, informal English.

As Nicola says 'I reflected on' instead of 'I thought about', you try to find more formal words that mean the same as:

yearly - _____
car - _____
look for information on something – _____
be sorry - _____
show up - _____
right now - _____
do graphics - _____ graphics

 If you would like to watch some funny videoclips on the topic of job interviews (which will help you remember useful vocabulary and improve your listening comprehension while having fun), go to <http://www.best-interview-strategies.com/videos.html> (cited August 1st, 2008)

 If you ever attend a job interview in English, you can use this webpage to help you prepare: What are some common Job Interview Questions and Answers? (cited August 1st, 2008). Available at: <http://career.qandas.com/jobs/what-are-some-common-job-interview-questions-and-answers.html>

Summary & revision tasks

1. What do these words from job ads for media professionals mean?

permanent job recruiting visual skills set up equipment samples of work

2. Which is more important in writing a CV and letter of application: being creative and different, or using the expected phrases and layout?

3. Write here two phrases which you would use in a job interview **or** two things which you should avoid in a job interview.

6. A (MEDIA) COMPANY

Introduction

In this unit, you will learn about how a company is structured, which means a lot of useful vocabulary for your working life. Most of this vocabulary is general (for any type of company), but you will also learn about media companies in particular. You will practice all of your language skills: speaking (typical dialogues inside a media company), listening (tour of a company), reading and writing.

6.1. THE STRUCTURE OF A COMPANY



a) View the video called Your First Day @ New Job (cited August 3rd, 2008), available at http://www.dailymotion.com/video/x2dkyv_the-first-day-your-new-job_business. You may want to view it more than once to do the two tasks below.

Try to catch and write down 4 useful words / phrases:

What is strange about this company? What point do you think the authors of this video are trying to make / who are they making fun of?

b) Read the following text. Mark each word /phrase that seems important, and if you don't understand it, use a dictionary.

Human economic activity nowadays is largely organized and very complex. We can describe it using different criteria. For example, according to who owns the means of production (governments, groups of people or individuals) we talk about the public and private sector. According to the type of activity and its results we distinguish between the manufacturing and the service sector. Manufacturing means producing material goods. Examples of manufacturing industries would be food processing, textiles, vehicles and construction, while the service sector includes industries such as retail, communications, financial services, healthcare and media.

The basic organization unit of economy is a company (firm or business). Companies can vary greatly in size and how they are organized. The smallest companies can have just one or two employees, but the larger they are, the more complex their structure. From medium enterprises to multinational corporations, however, they will all probably have most of the following parts.

In the case of a production company, there will be a shop floor or production facility. The workers there (blue-collar workers) are headed by supervisors, who are responsible for the smooth running of production and quality control, and a production manager. A production facility is often next to the company warehouse, where raw materials are stored, and from where finished products are shipped to the customers (this is called distribution).

The company's basic activity is supported by the so called white-collar workers, and directed by the management. There is technical support, administrative staff, marketing or sales, finance or accounting, personnel or human resources, an IT department, and Research and Development. Many production companies also have a customer service to help customers with any problems they may have using the product. Larger companies have two or even more levels of management: junior, middle and senior. Junior and middle managers head teams and smaller departments which make up the main departments. The persons leading these are usually called directors or executives. The top position is that of a company chairman, CEO or managing director. The site where the executives work is called the head office.

The white collar departments can be located near the production facilities, or somewhere else, on a different site. The company can also have regional divisions, subsidiaries or branch offices around the country or in different countries. The most frequent type of ownership nowadays is shareholding. Also, company owners usually have limited liability – this means they do not have to cover company debts with their private property. The typical abbreviation for such a company in the US is Inc., and in the UK it is Ltd.

Of course, companies can hire other companies to do something for them, even on a regular basis. For example, a production company can employ its own team of cleaners or can hire a cleaning service company to clean its facilities. For more specialized, white-collar jobs the company can hire freelancers. This is called outsourcing. The jobs the company's own employees do are referred to as in house.

There are also other types of employment. You could work for a non-profit organization or for the government. Many professionals such as writers, designers, but also tradespeople such as plumbers are freelancers or self-employed.

c) *Work with one or more classmates. Choose an employed person you know well (your parent, brother, sister, friend,...) and tell your classmate(s) about the company they work for. Try to use at least some vocabulary from the previous text. Think about: size / type of company, where it is located, how it is organized, what position your chosen person has in the company / what they do... If you get stuck, your partner should help you by asking these questions. Then swop – they explain, you listen and help with questions if needed.*

d) **Synonyms:** words which mean the same

Copy on each of the lines below those words from this list which mean the same. Some of them are the American / the British version of the same word. You can use the previous text to help you.

workers subsidiary staff self-employed sales Personnel Department

Ltd. CEO marketing managing director manager Inc.

Human Resources Department freelancer Finance executive employees

division director company chairman branch accounting

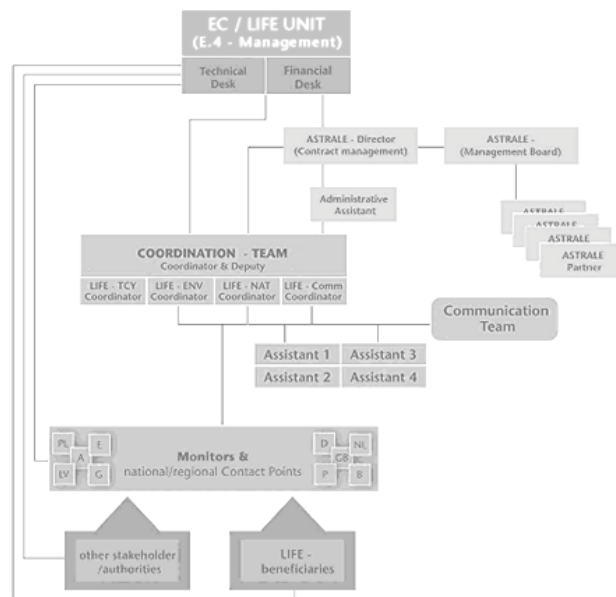


Image 13: Company organigram (from <http://astrale.aeidl.be/images/organigram.gif>)

e) Write in each of these squares one word / phrase from the following list. (They are all taken from the text about the structure of a company.) Put them in the grid in your own order. The teacher will read them out in his / her order. Tick off each word / phrase as you hear it, and when you have four in a row, call out 'Bingo!'. The first person with a bingo is the winner.

entrepreneur, quality control, staff, non-profit, sales manager, production facility, shareholders, small business, head office, blue-collar, outsourcing, multinational, public sector, accounting, customer service, service industries

f) WHO IS WHO IN THIS COMPANY? This is a puzzle-like activity in which you have to read the clues and work out who is who by filling out a grid.

1. Mr. King doesn't work in production.
2. The person who is a supervisor works at the Stockton site.
3. Mr. Lee's job is to contact customers, send offers, confirm orders etc.
4. The Finance Department is at the Head Office site.
5. Ms. Schaeffer prepares balance sheets.
6. The sales representative is based in Singapore.
7. The person who works in the production unit is Ms. Jaspers.
8. Mr. King works at the same site as Ms. Schaeffer.
9. One of the two men is in charge of hiring new employees.
10. Mr. Lee is not a manager, he is a representative.
11. The manager works at the Head Office.

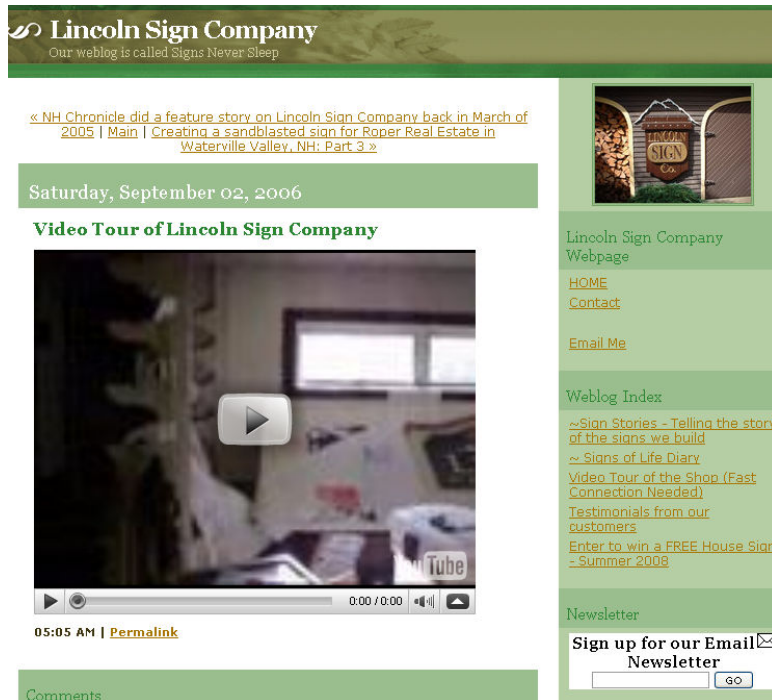
NAME	JOB	DEPARTMENT	SITE

6.2. A MEDIA COMPANY

a) Video tour of a media company

You are going to find out about a company in the US. Watch the video and write down key words and phrases. Also try to note words or phrases that you do not understand but seem important. Watch the video again and try to guess what they mean.

http://signsneversleep.typepad.com/signs_never_sleep/2006/09/video_tour_of_1.html



Room for notes:

b) A real media company

You will read a text about another company in the US – the presentation from their website. However, the lines of this presentation have been mixed up. The first line is in its place, but all the others are not. Your task is to think which line most logically continues the previous one and recreate the original text. Copy the parts of sentences in the correct order on the lines below. Cross out each bit you have already used or use numbers to help you.

Adapted from: <http://www.mediahouse.com/> (cited August 13th, 2008).

- Welcome to MediaHouse Limited, a dynamic international
- consisting of six business units.
- Caribbean and the US. It covers commercial
- The company was founded in 1959 as Island Press by
- than 40 years ago, to innovative web portals today,
- quality products acknowledged for their creativity.
- MediaHouse Limited is a Bermuda-registered company
- printing, newspapers, magazines, directories and Internet.
- communications company with businesses in the Bermuda, the
- 11 countries come from a wide range
- From Bermuda's first web offset printing press more
- Donald French. We pride ourselves on delivering
- we have built a reputation as technological innovators.
- in 1994, and rebranded as MediaHouse Limited in 2005.
- of backgrounds and nationalities but they
- share a commitment to excellence.
- Our talented and experienced management and employees in
- The group was restructured as Island Press (Holdings) Limited
- Headquartered in the D. French Building in Hamilton,

Adapted from: <http://www.mediahouse.com/> (cited August 13th, 2008).

c) Find on the WWW the websites of two different foreign media companies. It doesn't matter where they are as long as they have a website in English. Then write a paragraph comparing the two companies: their size, type, activity, locations, organization. Here is an example of what you are looking for: <http://www.nextwavemultimedia.com/html/profile.html>

5.3 SPEAKING: WORKPLACE DIALOGUES IN A MEDIA COMPANY

- *Task 1: Fill in the best word for each gap.*
 - *Task 2: Decide who the people talking are for each dialogue (their job/position in the company), and what the situation is. Write a short title for each dialogue.*
 - *Task 3: Read out loud all four dialogues with your partner.*
 - *Task 4: Change one of the dialogues or imagine a new workplace situation. Write a dialogue of your own that you think would typically occur in a media company.*
 - *Task 5: Learn your dialogue by heart and prepare to act it out.*
-
- Ms. Lotman: Tony, I'd _____ you to meet Suzana Novak, she is our new photo editor.
 - Tony Master: _____, I'm Tony Masters.
 - Suzana Novak: Pleased _____ meet you, Mr. Masters.
 - Ms. Lotman: Tony's in _____ of the whole sports news section, so he _____ be your boss.
 - Tony Masters: Yes, but _____ me Tony.
 - Ms. Lotman: Tony, can you _____ Suzana her desk and get her settled in?
 - Tony Masters: Of course.

- Peter: Mr. Brown, I'd like to talk to you _____ the design of the new catalog.
 - Mr. Brown: OK. Do you have _____ suggestions ready?
 - Peter: Yes, quite a _____, in fact.
 - Mr. Brown: Tell you what. Why don't you show them to Johnson first, _____ two or three, and then come to my office around 4 o'clock and we'll have a _____.
 - Peter: Ok, I'll _____ that.

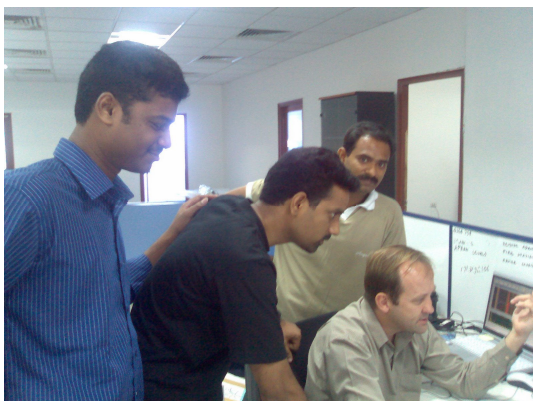


Image 14: Working discussion (from http://lh3.ggpht.com/_fwUBGAgv2XA/RsAeOLZWsqI/AAAAAAAAAHk/dWfZx6wsGno/10082007250.jpg)

- Bill: Hey, _____'s it going?
- Tom: Hi, Bill. How are you today?
- Bill: Fine, _____. I hope they fixed the server.
- Tom: Yes, they did. Do you remember that website we _____ doing last month where the client wanted _____ audio tour?
- Bill: Yes, I do, but I wasn't working _____ that. Do you have to _____ more audio tours?

- Mr. Green: Hello, this is Mr. Green _____ ABC TV.
- Tom: Oh, hello, Mr. Green.
- Mr. Green: I'd like to talk _____ you about the webpage design. In particular, the audio tour.
- Tom: Aha?
- Mr. Green: Well, there seems to be a bit of a technical _____. It worked fine _____ when we trialled it, but now we've had several visitors calling us and _____ it doesn't work properly.
- Tom: OK, can you tell me _____ exactly isn't working?

Summary & revision tasks

1. Write here (without looking back a few pages) 4 words / phrases that describe parts or types of a company.

2. In the exercise with jumbled parts of sentences you saw that every word is usually followed by certain types of other words – language actually comes in 'chunks'. Which of these are **not** logical words to follow?

We have created an innovative a) technology b) working c) solution.

3. Write here at least 3 different types of people in a company to whom you would speak in a bit different way (according to their job or position).

7. VISUAL MEDIA: THE MOVING IMAGE

Introduction

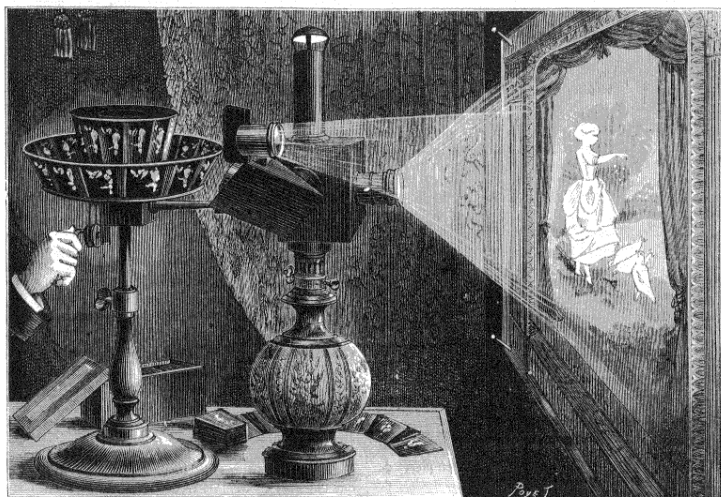
In this unit, you will read a text about the history of the moving image, and learn useful vocabulary related to film.

You will also do some speaking activities mainly intended to help you speak more fluently, with better intonation and pronunciation.

7.1 READING AND VOCABULARY: THE BIRTH OF FILM

Moving images are so pervasive in our lives today that it is hard to imagine a time when people did without them. They've become an essential element in the way we think and communicate. The reproduction of image and sound has radically changed the world. If we stop for a moment and recognize that less than two centuries ago – very small span of time in comparison to the length of human history - none of this existed, it is even more astonishing. Imagine for example that there was no way to record music. An average person heard a concert once or twice if their lives, if at all, and also hardly ever saw any image of the world outside the place where they lived.

When photography was invented in 1839, many artists were repulsed by the new phenomenon. The visual arts of painting and sculpture had reigned for millennia. A painting wasn't just a reproduction - it transformed the objective reality it portrayed into something new, and the result contained a piece of the artist's soul. The new invention, which reflected reality back to us through a mechanical device, seemed cold and frightening. Yet, the trend caught on and once reproduction of the image in still form was established, it became an obsession with many different minds, in different parts of the world, to reproduce the image of life in moving form.



Nouveau praxinoscope à projection de M. Reynaud.

Image 15: Praxinoscope (from http://upload.wikimedia.org/wikipedia/commons/6/60/Lanature1882_praxinoscope_projection_reynaud.png)

The invention of movies was not a sudden revelation in the mind of a single inventor. Their origins are shrouded in many different claims and precedents. Magic lanterns and flip books had created the illusion of movement for centuries. The Zoetrope and the Phenakistoscope

are just two examples of devices that were developed in the 19th century. It is interesting that there has always been the element of amusement in the motion picture - an art that was born, so to speak, from toys.

The serial photography of Muybridge and Marey, Goodwin's development of celluloid emulsions, Janssen's experiments with high-speed photography, Dickson's invention of the first effective film camera, along with numerous efforts by less known persons contributed to the birth of film as we know it today. Edison's Kinetoscope was a major invention at the time, but his camera was the size of a room, so you could only record in a studio, the image was small, and only one viewer could watch the film at a time. The true visionary was Antoine Lumiere, a photographic entrepreneur in Lyons. After seeing Edison's projection in London, he came back to Lyons, and told about it to his sons, Auguste and Louis, both technically educated and inventive. The story goes that he said, "You can do better. Try to get the image out of the box." They found it an interesting challenge, but they had no idea at the time what effect seeing reality in motion on a big screen would have on the human mind.



Image 16: The Lumiere Brothers (from http://www.cinemawithoutborders.com/data/images/news/categories/cat_128/June07Stories/LumiereBrothers.jpg)

Their cinematographe was a combination of a camera and projector, small enough to carry and producing a better quality image than any of its predecessors. The first 'movies' they made were short and simple: the workers leaving their father's factory, a woman feeding a baby... The Lumiere brothers thought that people would find them boring, but the effect was incredible. Their first public screening of a film of a train pulling into a station had the audience screaming and ducking for cover! We find this silly today, but that is only because we were born and raised with the moving image.

In the 1890s, Lumiere hired assistants to make films all over the world. These pictures are often intensely beautiful, capturing the feeling of being on a street in London, or Dublin, or Jerusalem, or Moscow, in less than a minute. They have become priceless documents of their era, scholars studying the minute details of each frame for clues about life in those days. But they are also lovely works of art, never boring like many of the very early fiction productions that were shot on sets by the commercial studios.

One of the Lumiere cameramen photographed a gondola ride in Venice. It is the first moving shot. Just as studio owners were afraid of moving shots years later because they said it would disorient the audience, so this cameraman was afraid that Lumiere would be angry at this radical approach. Instead, Louis was delighted. He ordered all his cameramen to do the same thing. The idea of the close-up may seem self-evident to us now. But it wasn't. It took years for someone to think of it. The same with montage (the invention of continuity editing is usually credited to Edwin Porter), and the moving camera, which was neglected after Lumiere, partly due to the heavy camera equipment that started to be used by the studios. All the techniques we take for granted had to be discovered through trial and error - mostly error.

Film has a deep impact because it simulates not only reality but also our mental functions of memory, dream and fantasy. At the same time, it seems to keep things alive. The people in many films you can see today are long dead, yet, on the screen, there they are, still moving,

laughing, dancing... It seems as if by capturing an image of moving life, especially combined with sound, we defy mortality, as if time could be stopped, rewound and played again.

It has been only a little more than a century. And yet sometimes when I see the big films that people are paying money to see, the thought occurs to me: "Was this new art form created just so we could have these stale, mindless entertainments?" There remain people, artists or adventurers, who see film as something new and exciting, something that is not exhausted, but still offering new territory for exploration. To create, rather than just to recreate, requires this vision. We need eyes that are fresh. Even though we are saturated with movies, TV, and computers, we can still see - if we want to - with eyes that are open in wonder. Like the eyes of Lumiere.

Adapted from: Dashiell, Chris. The oldest films. (online) 2000. (cited August 13th, 2008). Available at: <http://www.cinescene.com/dash/lumiere.html>

Here are short summaries of each paragraph. Which summary goes with which paragraph? Put the letter of the summary next to the right paragraph.

- a) After a series of other technical inventions, Edison and Lumiere were the key figures in film as we know it today.
- b) At first, people didn't accept photography, but when they did, they began dreaming of moving photographs.
- c) Film is so powerful because it simulates our mind and gives us an illusion of immortality.
- d) It is amazing how the invention of film has changed our lives in a relatively short time.
- e) Some films today are bad, but filmmaking can still be creative and an art.
- f) The film was not invented by one person at one point in time. People had fun with devices to make pictures move long ago.
- g) The Lumiere brothers' technical breakthrough produced amazing effects.
- h) The Lumiere films, taken all over the world, are quite artistic and are now treated as historical documents.
- i) The moving shot and the close-up are examples of techniques we find normal today but developed in a long process.

7.2 SPEAKING

a) FILM DIALOGUES. The goal of this assignment is to practice speaking semi-formal English outside of class. Here's what to do:

1. *Get together with one or two classmates.*
2. *Choose a film in English that you like.*
3. *Watch it and choose a scene (at least 2 minutes long) which has dialogue that is not spoken in slang and contains useful phrases. (If you are three, choose a scene with 3 people in it.)*
4. *Write down the dialogue or view the scene until you remember the lines.*
5. *Practice, and then audio-record the scene with your classmate(s) – as if you were the actors in this film. Keep it simple – you can use your mobile phone's recording feature or your home computer for this.*
6. *Make an mp3 or some other audio file.*
7. *The teacher can provide a forum in your virtual classroom where you can post and share your recording, together with a brief introduction (which film you chose, what the scene is about, who is in it).*

b) Pronunciation and word stress: common problems

Sometimes when we speak English, we mispronounce a word, or we put the stress on the wrong part of the word. In either case, it is not just a question of accent - the word can become unrecognizable or can sound like some other word and thus cause misunderstandings.

Here is a selection of words related to media topics which Slovenian students often say incorrectly. Go to www.iam.si to hear to a recording of these words. Listen and repeat. If you find that you have problems with many of the words on the list, please go through the recording several times.

FORMAT EFFECT GADGET BROWSE INSTALL EDIT FEATURE

SCENE ADVERTISING COLOR LIGHTING MULTIPLE WORK

Now match each of the words above with a word from the following list that rhymes with it. Then you can hear in the recording the correct word pairs.

COVER CALL PLANET DETECT SAID IT COWS CREATURE OPTIMIZING

PERK INDUSTRIAL BORAT KEEN FIGHTING CALL

 Excellent pronunciation practice: <http://international.ouc.bc.ca/Pronunciation/> for problems such as not distinguishing properly between 'sheep' and 'ship'... It looks like a lot of material, but choose just those sounds you have problems with or somebody tells you that you pronounce them wrong. There are audio lessons and exercises, and even videos!

7.3. PREPOSITIONS AND FILM VOCABULARY

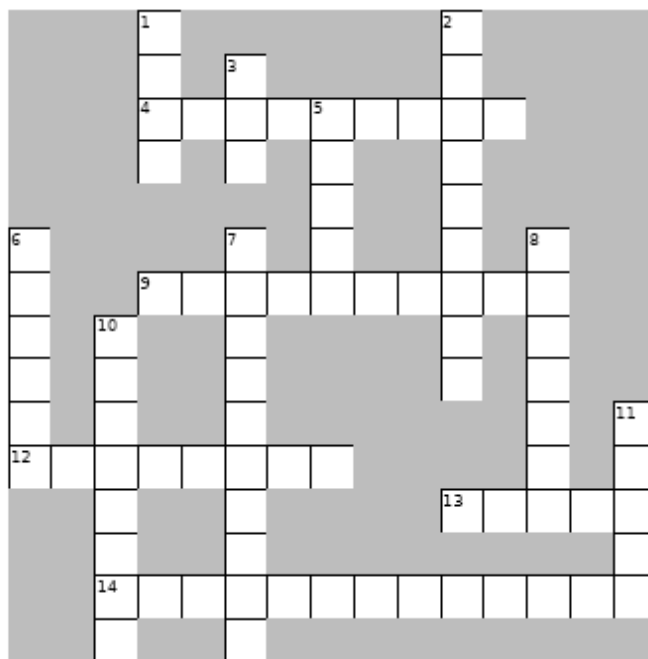
a) For Slovenian learners of English, one of the problem areas is using prepositions. *Here are some useful sentences with typical prepositional phrases. Circle the key word or words which go together with the right preposition and put in the best / most correct preposition. For example: He smiled **at** her. (the word smile is always followed by 'at').*

1. I was working ____ the computer.
2. He specializes ____ 3D animation.
3. I started playing it when I was ____ secondary school.
4. He sits ____ the computer all night living his Second Life.
5. I found out ____ that job from a friend.
6. This souvenir is typical ____ Slovenia.
7. It is not everybody's ambition to study ____ the university.
8. Can you do it ____ the weekend?
9. I've learned programming ____ my workplace.

General tip

When you are not sure which preposition to use, you can check a dictionary, but sometimes that will not help – in that case, you can google different options and see what you get. For example, is it 'at the computer', 'on the computer' or 'with the computer'? (Remember to use quotation marks around the phrase!) Look at the list of hits critically. Sometimes more than one option exists, but it doesn't mean quite the same, or one is much more frequently used than another.

b) Do the crossword puzzle which has some key vocabulary related to film.



- | Across | Down |
|---|---|
| 4 camera that is carried yet produces a steady image | 1 all the actors appearing in a certain film |
| 9 sequence of drawings as a plan for the film | 2 scene which interrupts the storyline of the film to show the past |
| 12 a shot in which camera is very close to the subject | 3 Location of the shooting with all the equipment |
| 13 low, high or tilt (how camera is pointed at the subject) | 5 wheels and platform to make the camera mobile |
| 14 part of filmmaking done on the set | 6 person who writes film reviews |
| | 7 you hear the narrator, but you don't see him/her |
| | 8 part of filmmaking done in a studio |
| | 10 shot in which camera moves horizontally (like to show a landscape) |
| | 11 a meaningful unit of film narration (one or more shots) |

🖨 If you need to learn more film vocabulary, you can use the Film Terms Glossary – illustrated online dictionary of filmmaking words and phrases at <http://www.filmsite.org/filmterms.html>.

Summary & revision tasks

1. Which of these sentences would best summarize the whole text about the history of film?

- a) The history of film is long and complex.
- b) The history of film is amazing.
- c) Filmmakers should respect the Lumiere brothers.

2. Write the English words for the following film expressions:

prizor- perspektiva- ocena filma -
vloga- režiser -

3. Write here 1 – 3 words that are used often and you know you tend to pronounce them wrongly. Then try to pronounce them correctly 3 times each.

4. Write here three common phrases with prepositions which you remember from the last exercise (without looking back!).

8. INTERACTIVE MEDIA AND INSTRUCTIONS FOR USE

Introduction

In this unit, you will read about interactive media and learn the key terminology related to this topic. You will also read and write instructions, a type of text you meet again and again if you work with information and media technologies.

8.1 READING: THE BASICS OF INTERACTIVE MEDIA

Read the text below and then put the words from the list below in the right gaps.

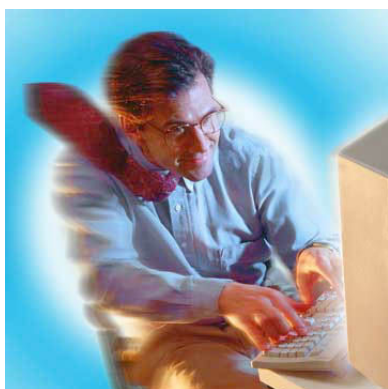


Image 17: Interacting with the computer (from <http://www.dolher.si/ManAtComputer.jpg>)

Interactive media are all media which enable ____ communication between the medium and the _____. 'Interactivity' is a big _____ in the media and computer technology today, so much so that some people think that only digital media can be interactive. In fact, of course, the idea is as _____ as humankind. Not only is every conversation you ever had interactive, even animals interact, and animals can interact with humans (or the other way around). The basic loop of interaction is _____-output, or getting a response to something you said or did to another person. Of course, this can go on and on. We could say that _____ people, no communication is really non-interactive. Even in the most boring lecture the lecturer is causing some response in the _____. If they are falling asleep, the speaker knows that he is boring them and can decide how to adapt his input, and this is just what we are doing with interactive digital media, isn't it? The _____ which studies how interactivity works between a human and a machine is called Human Computer Interaction. _____ computers were not interactive in today's sense of the word; that is, they did not have interactive _____. Of course, with the fast advancement of digital technology and its media applications have been making computer interactivity more _____. This goes even for relatively simple programs for an average user such as word processors, and the World Wide Web is inherently interactive through the use of _____, forums etc. Other areas where interactivity is more and more important _____ computer/online/video games, interactive TV, mobile telephony and new media art.

audience, between, buzzword, complex, early, hypertext, include, input, interfaces, old science, two-way, user

8.2 READING AND WRITING: INSTRUCTIONS

Instructions for use are a very common type of text nowadays, and since most new technology is developed in other countries / internationally, these usually come in English or have to be written in English. Instructions have to be clear and precise, and it is therefore important to have some skill in writing them. Translating instructions for use is actually similar to writing them.

a) Read the following instructions and produce the drawing as described. When you have finished, compare your drawing with those of your classmates and discuss your process of drawing this picture according to instructions.

How to Draw a Storybook Letter "S" Made Entirely of Straight Lines

1. Draw 3 vertical lines parallel to each other, spaced apart.
2. Straight underneath these 3 lines, but a few centimeters lower, draw another set of 3 vertical lines of equal length as the previous 3.
3. Connect the leftmost top line to the middle bottom line.
4. Connect the middle top line to the rightmost bottom line.
5. Connect the line on the bottom left to the middle of the left diagonal.
6. Connect the top right line to the middle of the right diagonal.
7. Draw a point a few centimeters above the top middle line.
8. Connect this point to the left and right top lines by drawing diagonals.
9. Draw a point a few centimeters below the bottom middle line.
10. To complete the S, draw two diagonals connecting this point to the bottom left and right lines.

b) Read the following instructions for installing WordPress, and pay attention to the language used. To help you with that, some words have been erased to force you to think about how grammar and vocabulary are used in writing instructions.

Famous 5-Minute Install

1. Download and unzip the WordPress package, if you _____ done that already.
2. Create a database for WordPress _____ your web server, as well as a MySQL user _____ has all privileges for accessing and modifying it.
3. Rename the wp-config-sample.php file _____ wp-config.php.
4. Open wp-config.php in _____ favorite text editor and fill _____ your database details.
5. Place the WordPress files in _____ desired location on your web server:
If you want _____ integrate WordPress into the root of your domain (e.g. <http://example.com/>), move or upload all contents of the unzipped WordPress directory (but excluding the directory itself) _____ the root directory of your web server.
Hint: _____ your FTP transfer is too slow, read _____ to avoid FTPing at : Step 1: Download and Extract.
6. Run the WordPress installation script _____ accessing wp-admin/install.php in your favorite web browser.
 - If you installed WordPress in the root directory, you _____ visit:
<http://example.com/wp-admin/install.php>
 - If you installed WordPress in _____ own subdirectory called blog, for example, you should visit: <http://example.com/blog/wp-admin/install.php>

Source: Famous 5-minute Install (online). Cited August 13th 2008). Available at: <http://codex.wordpress.org/WordPress>

WHAT TO CONSIDER WHEN YOU HAVE TO WRITE INSTRUCTIONS (A TUTORIAL, A HOW-TO TEXT, TECHNICAL DOCUMENTATION (A MANUAL):

INSTRUCTIONS HAVE TO BE:

- 100 % CORRECT
- 100% CLEAR

To achieve this:

- know the subject REALLY well (if necessary, go through the process yourself while describing it)
- put yourself in the user's shoes!
- be precise – use correct and specific words!
- keep it simple, but not too simple – provide enough information
- use visuals (visuals + text = most effective)
- TRY OUT THE INSTRUCTIONS (test them on someone who doesn't know 'how to')

THE LANGUAGE OF INSTRUCTIONS

a) the typical ways of beginning a sentence

Click

If you click....,

When you click...,

After you click / clicking, ...

Before you click / clicking, ...

To install X, click...

In order to install X, click...

You can do... by...-ing

Write your own instructions for one of these tasks:

- 1) *how to solve a sudoku puzzle*
- 2) *how to use a spellchecker in Word*
- 3) *how to come to IAM from the central bus station*

 If you have to write technical instructions in English (or in Slovenian!) and need more help, you can go to the webpage titled How to write instructions (online). 2004. Cited August 13th, 2008. Available at: http://www.techscribe.co.uk/ta/how_to_write_instructions.htm

Summary & revision tasks

1. *What does interactive mean? Use your own words!*
2. *Without looking back, write one typical sentence from instructions for use.*

Key to exercises

Note that not all the exercises have a key given here: only those from the body of each unit which need a key and for which there is only one correct answer.

Unit 1: Parts D and E

TAKING INITIATIVE IN CONVERSATION Hi, my name is... Where do you come from? So, how do you like this school so far? Do you have your own laptop? Did you do anything special this summer? Have you ever...? What about you? And which secondary school did you go to? Do you use Skype /...?	RESPONDING Well, I don't have much experience with... I've done quite a lot of... Actually, I... That sounds great / interesting. I would really like to... I enjoy creating ... / trying out...
--	---

- DTP – desktop publishing
- SQL – Standard Query Language
- VHS – Video Home System
- URL – Universal Resource Locator
- FTP – File Transfer Protocol
- HTML – Hypertext Markup Language

Unit 2, Part C:

- Introductory paragraphs: c
- Par. 1.: Read the text you are going to design.
- Par. 2. a and c
- Par. 3. 3 or 4
- Par. 4. b
- Concluding paragraph: Don't just be creative, follow rules, too.
- **eye-popping:** you know what an eye is, so pop is probably something that happens to your eyes. What does pop mean? Do you know any other English words with 'pop'? Pop-up? Also, the sentence has some other words which you probably understand and tell you that here good design is probably meant: experienced, high-impact, creative, complex. So, 'eye-popping typography' means 'amazing typography'. It makes your eyes pop out. Do you remember cartoons in which characters' eyes pop out when they see something they like?
- **unforgivable:** break down this word – un (means 'not', or the opposite of something), forgive (you understand that), and –able (able to do something or 'you can do it'). So, it means something you cannot forgive.
- **flaw:** You can't break down this word, but you can use other 'tricks'. The previous sentence talks about how some designers produce amazing front page design. Then there is the word 'but' – this tells you that there will be a contrast pointed out. Also, the word 'unforgivable' tells you that a flaw is something negative, something wrong. It means something like a mistake.
- **Copy:** The text says 'read the copy and understand it!' 'The copy' is probably the text which you have to design.
- **Aversion:** The text talks about how important it is for a designer to actually read the text s/he is working with. And then it says: 'For people whose job it is to work with type, many designers have an aversion to reading. However, in order to understand.. you must read...'. What does this mean? That all designers read texts they work with? The word 'however'

- suggests that there is a contrast: they do not do what they should do. They do not enjoy reading – they hate it. Aversion means 'odpor'.
- **plain:** this word appears twice in the paragraph on Typography. The text goes: 'remember it's not always necessary to waste hours looking for the perfect font. Try instead using a plain font'. Think: using a plain font instead of what? The perfect font. So, plain is something like the opposite of 'perfect'. At the end of this paragraph it says 'the combination of exotic and plain fonts'. So, plain is the opposite of 'exotic', and it means something like 'usual, normal'. If you look up the word 'plain' in a dictionary, you will see it means 'navaden'.
 - **trips on the first hurdle:** This is a phrase (and phrases are often metaphors or idioms) – first find the main words: trip, hurdle. What do they mean? Look at the previous and next sentence. The previous sentence says that your graphic elements should be organized. Then the text continues 'Without them,...'. So - without organizing your elements, the design will be... great? No, probably the opposite. Trip on the first hurdle probably means something negative. It is an idiom taken from a sport with horses – hurdle jumping. When a horse cannot jump over the first hurdle but trips on it and falls, it is disqualified. So, your design will be bad and will not sell if you do not follow the rule of organizing your elements into a hierarchy.
 - **Adjustment:** the sentence says that the hierarchy of elements should be the heart of your design and the first thing when you plan the design, not a 'last-minute adjustment'. Think about what you normally make in the last minute when you design something. Plans? No. Corrections? Yes. Changes? Yes. Adjustment means a necessary change.
 - **aimed at:** The text says: 'consider what kind of design you're doing, and who it's aimed at.' Find the key word which can tell you what 'aimed at' means. It is the word 'who'. Imagine what could logically stand here instead of 'aimed at'. You know it is important to think about who you are doing the design for. 'Aimed at' means who you are targeting, who you hope will use it.
 - **Outcome:** Another word you can break down into its parts. It consists of 'come' and 'out'; an outcome is what comes out of a process, a result.
 - **Settle on:** The text says: 'Don't settle on something if you're not 100% convinced it's the best-possible design outcome.' You can guess this one if you understand the sentence as a whole, and you probably do because it is not a very complicated sentence. It means 'don't be satisfied with'.
 - **upcoming:** Another word you can break down. To come up – what could this mean when talking about a profession? Beginning, new, promising, developing...

Unit 3: Parts B and C

- browsing through a newspaper article Q
- reading instructions for a new device S
- going through class materials to check if topic X was discussed last week Q
- looking for a name in a telephone book Q
- looking for a word in a dictionary Q
- reading a business letter you will reply to S
- reading a text you would like to discuss or criticize S
- reading a website's main page to see if it has the information you are looking for Q
- studying a chapter in a coursebook for an exam S

1. Yes., 2. 25 dollars, 3. A piece of work that you submit., 4. that it was published on line that year, 5. by the end of the month, 6. yes.

Unit 5: Parts A, B and C

What the Job Ad Says / What It Really Means:

1. j, 2. , 3. g, 4. i, 5. a, 6. c, 7. m, 8. l, 9. n, 10. b, 11. d, 12. e, 13. h, 14. f

Typical errors and problems in Slovenian media students' CVs.

WORK EXPERIENCE

- edited...
- work...
- photographing....

When you are enumerating something, all the key words should be in the same form, so all should have the ending –ed, or all –ing.

assistance of a professional photographer – Probably you helped him, not he you!

html, java, Indesign, power point
secondary school of printing and paper
(**all** these words capitalized!)

My hobbies include Music, Skiing and Photography. (no capitals!)

on matura / on IAM / on parties / on events / on a fair – do not use ON but **AT!!!**

I fluently speak English. – I speak English fluently. (word order!)
our local radio station – **the** local radio station (don't use our too much in English!)

aN animation studio
aN image editor

Task 2: Please correct the following misspelt words:

talented
costumers - customers
tehcnical - technical
additional – additional
crative - creative
belive - believe
conversion - conversion

Task 3: Which English word or phrase could we use instead of these:

- *picture manipulation*: image editing
- *give technical help*: customer support
- *official papers*: documentation

Task 4: Please add the missing articles:

6. I attended **a** design workshop.
 7. I created **a** tutorial on how to make animations.
 8. I am **a** computer expert.
 9. I am sure this makes me **a** competitive candidate.
 10. I am applying for **the** position you advertised.
-

yearly - annually
car - vehicle
look for information on something – research
be sorry - regret

show up - appear
right now - immediately
do graphics – create graphics

Unit 6: Parts A, B and C

workers subsidiary staff self-employed sales Personnel Department
Ltd. CEO marketing managing director manager Inc.
Human Resources Department freelancer Finance executive employees
division director company chairman branch accounting

NAME	JOB	DEPARTMENT	SITE
Mr. King	manager	Personnel Department	Head Office
Ms. Jaspers	supervisor	Production	Stockton
Mr. Lee	representative	Sales	Singapore
Ms. Schaeffer	accountant	Finance	Head Office

The correct order of text parts is:

- Welcome to MediaHouse Limited, a dynamic international
- communications company with businesses in the Bermuda, the
- Caribbean and the US. It covers commercial
- printing, newspapers, magazines, directories and Internet.
- The company was founded in 1959 as Island Press by
- Donald French. We pride ourselves on delivering
- quality products acknowledged for their creativity.
- From Bermuda's first web offset printing press more
- than 40 years ago, to innovative web portals today,
- we have built a reputation as technological innovators.
- The group was restructured as Island Press (Holdings) Limited
- in 1994, and rebranded as MediaHouse Limited in 2005.
- Headquartered in the D. French Building in Hamilton,
- MediaHouse Limited is a Bermuda-registered company
- consisting of six business units.
- Our talented and experienced management and employees in
- 11 countries come from a wide range
- of backgrounds and nationalities but they
- share a commitment to excellence.

Dialogue 1

- Ms. Lotman: Tony, I'd **like** you to meet Suzana Novak, she is our new photo editor.
- Tony Master: **Hello**, I'm Tony Masters.
- Suzana Novak: Pleased **to** meet you, Mr. Masters.
- Ms. Lotman: Tony's in **charge** of the whole sports news section, so he **will** be your boss.
- Tony Masters: Yes, but **call** me Tony.
- Ms. Lotman: Tony, can you **show** Suzana her desk and get her settled in?
- Tony Masters: Of course.

Dialogue 2

- Peter: Mr. Brown, I'd like to talk to you **about** the design of the new catalog.
- Mr. Brown: OK. Do you have **any** suggestions ready?
- Peter: Yes, quite a **few**, in fact.
- Mr. Brown: Tell you what. Why don't you show them to Johnson first, **choose** two or three, and then come to my office around 4 o'clock and we'll have a **look**.
- Peter: Ok, I'll **do** that.

Dialogue 3

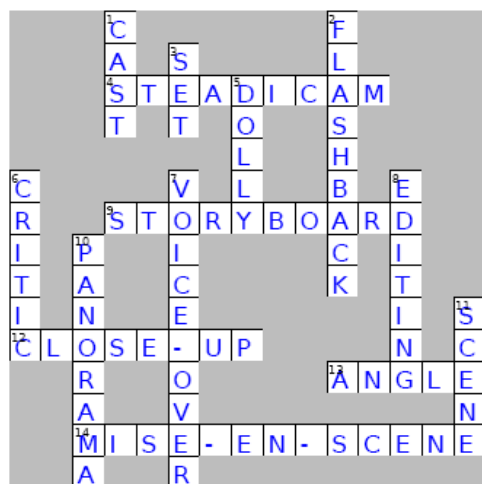
- Bill: Hey, **how's** it going?
- Tom: Hi, Bill. How are you today?
- Bill: Fine, **thanks**. I hope they fixed the server.
- Tom: Yes, they did. Do you remember that website we **were** doing last month where the client wanted **an** audio tour?
- Bill: Yes, I do, but I wasn't working **on** that. Do you have to **do** more audio tours?

Dialogue 4

- Mr. Green: Hello, this is Mr. Green **from** ABC TV.
- Tom: Oh, hello, Mr. Green.
- Mr. Green: I'd like to talk **to** you about the webpage design. In particular, the audio tour.
- Tom: Aha?
- Mr. Green: Well, there seems to be a bit of a technical **problem**. It worked fine **when** we trialled it, but now we've had several visitors calling us and **saying /complaining** it doesn't work properly.
- Tom: OK, can you tell me **what** exactly isn't working?

Unit 7: Parts A and B

1. It is amazing how the invention of film has changed our lives in a relatively short time.
2. At first, people didn't accept photography, but when they did, they began dreaming of moving photographs.
3. The film was not invented by one person at one point in time. People had fun with devices to make pictures move long ago.
4. After a series of other technical inventions, Edison and Lumiere were the key figures in film as we know it today.
5. The Lumiere brothers' technical breakthrough produced amazing effects.
6. The Lumiere films, taken all over the world, are quite artistic and are now treated as historical documents.
7. The moving shot and the close-up are examples of techniques we find normal today but developed in a long process.
8. Film is so powerful because it simulates our mind and gives us an illusion of immortality.
9. Some films today are bad, but filmmaking can still be creative and an art.



1. I was working at/on the computer.
2. He specializes in 3D animation.
3. I started playing it when I was in secondary school.
4. He sits at the computer all night living his Second Life.
5. I found out about that job from a friend.
6. This souvenir is typical of Slovenia.
7. It is not everybody's ambition to study at the university.
8. Can you do it over the weekend?
9. I've learned programming at my workplace.

Unit 8: Parts A and D

Interactive media are all media which enable **two-way** communication between the medium and the **user**. 'Interactivity' is a big **buzzword** in the media and computer technology today, so much so that some people think that only digital media can be interactive. In fact, of course, the idea is as **old** as humankind. Not only is every conversation you ever had interactive, even animals interact, and animals can interact with humans (or the other way around). The basic loop of interaction is **input-output**, or getting a response to something you said or did to another person. Of course, this can go on and on. We could say that **between** people, no communication is really non-interactive. Even in the most boring lecture the lecturer is causing some response in the **audience**. If they are falling asleep, the speaker knows that he is boring them and can decide how to adapt his input, and this is just what we are doing with interactive digital media, isn't it? The **science** which studies how interactivity works between a human and a machine is called Human Computer Interaction. **Early** computers were not interactive in today's sense of the word; that is, they did not have interactive **interfaces**. Of course, with the fast advancement of digital technology and its media applications have been making computer interactivity more **complex**. This goes even for relatively simple programs for an average user such as word processors, and the World Wide Web is inherently interactive through the use of **hypertext**, forums etc. Other areas where interactivity is more and more important **include** computer/online/video games, interactive TV, mobile telephony and new media art.

Famous 5-Minute Install

1. haven't , 2. on, which , 3. as, 4. your, in , 5. the, to, into, If, how, 6. for, should, its

SAMPLE EXAM PAPER WITH ANSWERS

Ime in priimek: Janez X

Datum: Day Y

Točkovanje: 52 – 60 = 6, 61 – 69 = 7, 70 – 78 = 8, 79 – 87 = 9, 88 – 95 = 10

Doseženo število točk: 75

Ocena: 8

1. Circle the correct answer to each question (only one out of four).

1. What does HTML stand for? a) High Telemetry Missile Launcher b) Hypertransfer of Multimedia Licences c) Hypertext Markup Language ✓ d) Hyper Track Machine Language 2. What does FTP stand for? a) Funny Turtle Philip b) Factor to Point c) File Transfer Protocol ✓ d) File Transformation Procedure 3. Which of these words means 'the way we write a word down'? a) skimming b) pronunciation c) spelling ✓ d) scanning 4. A video presentation of how to carry out a certain procedure is called a: a) manual b) instruction c) tutorial ✓ d) how-to show	5. What does SQL mean? a) School is for Quality Learning b) Structured Query Language ✓ c) Simple Query Label d) Sample Question Language 6. Which of these terms means that you work independently, finding temporary jobs for yourself? a) permanent ~~b) part-time~~ c) freelance d) full-time 7. Which of the following is NOT another word for employees? a) staff b) workers c) personnel d) blue-collar ✓ 8. Which of these are not procedures in building a multimedia system: a) data capture b) data storage c) data contraption ~~d) data display~~
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8 x 1 = 8 pts / **6 pts**

2. Match each of the words on the left with an appropriate word on the right to form 10 common phrases. Put the letter of the word on the right onto the line after the word on the left.

1. data	<u> </u> E ✓	a) technician
2. career	<u> </u> I ✓	b) source
3. moving	<u> </u> F ✓	c) employment
4. communication	<u> </u> G ✓	d) salary
5. sound	<u> </u> A ✓	e) compression
6. cover	<u> </u> J ✓	f) images
7. part-time	<u> </u> C ✓	g) skills
8. analog	<u> </u> B ✓	h) engine
9. competitive	<u> </u> D ✓	i) opportunity
10. search	<u> </u> H ✓	j) letter

10 x 1 = **10 pts**

SPOKEN ENGLISH

3. Here are five parts of dialogues from different situations. Imagine each situation and write an appropriate question for the answer provided.

1.

A: What kind of a car are you looking for ? ✓

B: I need a small one, for city travel, with low fuel consumption.

2.

A: (What have you always been keen ~~of~~ on?) **Why did you apply for a job with our company?**

B: Well, I've always been keen on web design, and in my previous job I realized that I would like to work for a bigger company with more challenging opportunities.

3.

A: Have you been on holidays yet ? ✓

B: Yes, I have, actually. I went to a desert safari in Tunisia with my girlfriend.

$3 \times 2 = 6 \text{ pts} / 4 \text{ pts}$

4. Sound out the words in each line quietly or mentally and circle the one which does not belong with the other three.

1. **advertise** – **disguise** - digitise – normalize

2. analog – **vogue** - catalogue – dialogue ✓

3. annual – **adult** - manual – casual ✓

4. browse – cows – wow – **throw** ✓

5. call – **dial** - small – install ✓

6. **cute** - multiple – much – but ✓

7. digital – major – Java – **toys** ✓

$7 \times 1 = 7 \text{ pts} / 6 \text{ pts}$

5. Write one typical phrase or sentence which you would hear in a:

1. dialogue between a shop assistant and customer: How much does this item cost ? ✓

2. formal meeting: May I entroduce to you our new director, Mr Green. ✓

3. job interview: What was your previous job? ✓

$3 \times 2 = 6 \text{ pts} / 5 \text{ pts}$

READING

6. Read the text and do the tasks below.

Global-Eyes World Programs - London Internship

Global-Eyes provides travel and work abroad programs for individuals and groups of all ages. We specialize in internships abroad for participants from all over the world. We aim to make our programs suit the specific needs of our applicants and make their experience a journey of a lifetime.

The opportunity to live, study or work in another country is an **invaluable** experience. Since London is one of Europe's largest and most exciting cities, and the seat of the United Kingdom's government,

business and media, it is a perfect place for an internship. Being an intern in London will provide you with a new cultural perspective that cannot be gained in the classroom. It is a practical learning opportunity that will **supplement** your course of study and future career plans.

As an Intern you will spend your session working within your sponsor company as an assistant. You will have clerical responsibilities but will also become a full member of staff and will be involved in projects and everyday work and will gain firsthand experience in the field of your choice. During all sessions you will work 2-3 days per week if you are also on an academic semester or 4-5 days per week if you are not on an academic semester. We will arrange your work schedule around your academic schedule. You could be responsible for writing reports, researching and writing subject briefs, correspondence, general office administration and project work depending on your position.

Internships are available in the areas of government and the media. If you choose the London Media internship you will be working on movie or TV sets, with graphic design artists or with fashion designers. Most importantly you will learn how **to conduct yourself** amongst professionals and begin to think past your academic training while putting years of study to practical use.

Interns will have the option to attend three **speaking engagements** throughout the session. In the past, sessions have included Cabinet Ministers, Regional Offices, and outside interest groups, to name a few. Day trips are included in the program cost and are optional. In the past they have included Bath, Stonehenge, Oxford, Leeds Castle and Windsor. All trips include coach travel to and from London and **entrance fee** to main attractions. Housing is not included in the program fee and must be paid separately.

Interns will have the option of the type of housing they would prefer. Interns may select their own housing or can live in Global-Eyes housing. Interns choosing to arrange their own accommodation will be responsible for all aspects of housing.

Insurance is provided for all program participants for travel to and from their home country to the United Kingdom. Program participants are covered while they are in the United Kingdom.

REQUIREMENTS (if any): University students (any year of studies) and graduates (within last 5-7 years). (Approximately 18-27 years old). High School students please inquire within. All majors are accepted, however, students wishing to participate must have **strong academic records**, the ability to acclimate to a new culture, maturity and the capacity to work in a professional/governmental environment. Those currently not studying are also encouraged to apply.

INTERNSHIP	PERIOD:	Continuous
SALARY:		unpaid
STIPEND:	in	cases
COLLEGE	CREDITS:	request
APPLICATION DEADLINE:	May 1 2007 & August 1 2007	
APPLICATION PROCESS:	See our website at www.globaleyesworld.com for application documents and full program details	

Reading comprehension tasks:

An internship offered by the Global-Eyes agency is:

- a) a tourist package
- ~~b) an opportunity to work abroad and earn some money~~
- c) **a temporary unpaid training job in London**
- d) a volunteer-based work program in London

3 x 1 = 3 pts **0 pts**

Mark these statements T (true), F (false) or NG (not given) based on the information given in the text.

1. Global-Eyes can organize internships for either individuals or groups.	T ✓
2. How many days per week you work depends on whether you also study while in London.	T ✓
3. The price of the internship program does not include any tourist trips around England.	F ✓
4. The interns are insured for their whole stay and the cost of this is included in the price of the program.	T ✓
5. High school students cannot apply for the program.	F ✓
6. There are no particular requirements for applicants	F ✓
7. You can go on an internship at any time of the year.	T ✓

7 x 2 = 14 pts **14 pts**

With the help of the context, explain what the following words or phrases from the text mean:

invaluable – extremely important **valuable** ✓

supplement – **something additional (not a fee), added value**

to conduct yourself – to behave properly ✓

speaking engagements – talking experience **presentations, lectures**

entrance fee – participation money **money you have to pay to be allowed to enter a place**

strong academic record – highly educated **good grades in school**

6 x 2 = 12 pts **8 pts**

VOCABULARY AND WRITING

7. Please write the definitions of the following words:

1. annual – covering the period of ONE year ✓
2. inquiry – request **an offer /information**
3. job qualifications – qualifications for job – **skills / education you need for a job**
4. capture device – device which capture something **(for example?)**
5. to digitise – to convert in to digits **(into digital form!)**
6. warehouse – deposit **place where a company stores goods**

6 x 2 = 12 pts **6 pts**

8. Please look at the following statistics and write a paragraph to describe them.

SOCIO-DEMOGRAPHIC PROFILE OF EUROPEAN INTERNET USERS

The habits of MySpace users

Source: <http://www.capecodseo.com/traffic-information-on-myspacecom-and-statistics-on-online-media-consumption/>

Here are the results of a poll carried out on a sample of MySpace users aged 14 – 29.

Question 1: If you had 15 minutes of free time, where would you spend it?

- 17% - Social networking
- 17% - Talk on cell
- 14% - Watch TV
- 10% - Surf the internet
- 9% - Play console video games
- 7% - Listen to MP3 player
- 1% - Listen to the radio

Question 2: When are you using Social Media/Networking websites?

- 15% - First thing in the morning
- 16% - Before school/work
- 18% - Lunch
- 25% - At school/work
- 31% - After school/work
- 68% - Evening - Prime Time
- 30% - Late night (10pm-4am)

There was a pol carried out on users aged from 14 to 29. The pol was based on two questions. The first question was: » If you had 15 minutes of free time, where would you spend it ?« The biggest number of persons (17%) answered with: »social networking« or »talk on cell.« The least persons (1%) answered with: »Listen to the radio.«

The second question was: »When are you using social media/networking websites?« Here almost 70% (68%) persons answered with: »evening – prime time. The least persons answered with: » First thing in the morning.«

**Good, but you could use your own words more instead of just using the exact text that was already given. For example, instead of '14 to 29' you could say 'young users of MySpace', and you could change the poll questions into reported questions. There are also some spelling errors (pol, biggest).
16 /20 pts.**

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- **Doyle, D.** (online) (citirano 30. 7. 2008). Dostopno na naslovu: <http://english.glendale.edu/speed1.html>.
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- **What are some common Job Interview Questions and Answers?** (online). (citirano 2. 8. 2008). Dostopno na naslovu: <http://career.qandas.com/jobs/what-are-some-common-job-interview-questions-and-answers.html>
- **Your First Day @ New Job** (online). (citirano 2. 8. 2008). Dostopno na naslovu: http://www.dailymotion.com/video/x2dkyv_the-first-day-your-new-job_business.

Priporočene spletne strani:

- <http://esl.about.com/library/quiz/bllisteningquiz.htm>.
- <http://international.ouc.bc.ca/Pronunciation/>
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- <http://www.jobbankusa.com/resumewrite/Resumes/TechnicalResumes/tresumesample3.html>
- <http://www.mediahouse.com/>
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13. <http://astrale.aeidl.be/images/organigram.gif>
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16. http://www.cinemawithoutborders.com/data/images/news/categories/cat_128/June07Stories/LumiereBrothers.jpg
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