

# **8: Television play-by-play**

**Sport Journalism  
Beijing Sport University**

**Dr. Simon Ličen**

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## **Recap: Radio broadcasting**

- Introduction: game, significance, teams
  - Players, coaches, formations, jerseys
- Score and time every three minutes (min.); vary
- Recapitulate every 10-15 minutes
- Player identification; vivid descriptions
- Voice: clear, conversational, low, articulate
- “Random description” exercise + resources

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**...If radio involves conveying the sights, sounds, tastes, feelings from a game to the listeners at home...**

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## **Television broadcasting entails**

- **Being silent** and letting the picture do the work, rather than explaining everything
  - **Purpose: complement, enhance, contextualize the picture**
- **Connect the dots** for the viewers so they do not wander off or get bored. Keep them interested, involved

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## \*Ex.: U.S. college basketball

- Michigan Wolverines (4) vs. Louisville Cardinals (1)
- 2013 NCAA Championship game
- CBS; Jim Nantz (play-by-play), Clark Kellogg (former player, VP of Indiana Pacers), Steve Kerr (coach, former player), Tracy Wolfson (court-side reporter)
- [Link to the game](#), [Wikipedia page of the game](#)

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## Intro

- [Link \(till 1:50 or 2:40, Smith misses jumper\):](#)
  - 67th game, nearly month-long festival: “All comes down to this” (significance)
  - Referees
  - *Opening tip-off*
  - Expectations from color commentators
  - Identify players
  - **Comment on overlooked goaltending**

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## Intro

- [Link \(till 2:40\)](#):
  - Style is somewhat **similar** to radio, only **less talking**
  - People **see the action** so no need to describe every play
  - **Identify** players and **explain** what is going on
  - **Color commentators**: explain, interpret, contextualize

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## Play-by-play

- **Explain plays**: Avoid restating the obvious; rather, put it into perspective
- Replays: Do not say **what** we are seeing, but rather explain **why** are we seeing it
- Graphics, score, statistics: Do not **read** them, but rather **explain, contextualize** them
- **Still important** to remind the viewers of **score and time**; do not read but **contextualize** (scoring runs, difference)

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## Commenting

- Have one story, anecdote, detail for each athlete. Discuss potential stories with color commentator
- TV has more (and more private) access to athletes, coaches
  - Coach: “Give me one thought on every player we are going to see in your rotation. What is their role and how they play?”

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## Color commentator

- Provides **color, background, insight**. Explains plays, anticipates strategies, etc.
  - Usually former athlete or coach
- Usually speaks during breaks (free throws, time-outs) or when circumstances merit it
- Discuss mode of interaction! When to speak, designate signs (point, nod, tap)
- Color commentator **is the star**; makes sense, explains, interprets what happens

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## Play-by-play

- ([LINK 32:10-34:25 and more](#)):
  - “Pretty big three minutes coming up;” 35-23
  - **What Louisville “has” to do, what they “want, don’t want” to do.**
    - Don’t comment from one team’s POV; rather **make the game interesting** to the audience (build excitement!)
  - **“Flashbacks”** re: what Hancock did the other night (relevant connection): “puts up six in 36 seconds”—reason to keep track of score
  - “Ready for another one...”

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## Play-by-play

- Time-out: “Emotionally, confidence-wise, they are where they need to be.”
- **Statistic at 35:58** (inbounds at 36-32): Hancock has the ball, then scores
- Avoid stating the obvious; instead, **contextualize** (“Four in a row in less than a minute and a half... Single-handedly bringing L. back into this game.”)
- Dunk at 36:50: “Louisville from ten down to taking the lead” (= score!)
- (Through foul just before exp. at 37:03)

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## Soccer

- Color analyst speaks when the ball is in midfield
- Early in the game, acknowledge everyone who touches the ball (name, number) several times
  - If possible, share a short story about each
- All: **Retrieve media kits** (also for assignment)

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## Content

- **Know the teams:** List of athletes with details.  
**Research**
- Keep track of the **score and events** (recall “preview articles” in lesson 2)
- Take notes, **prepare** notes. Have **story sketches**
- Periodically summarize what happened
- **Practice**
  - Openings. Summaries. Scores and times.

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## Game summary

- Explain the readers **what** and **why** happened

Team A: HOOPERS		Team fouls	
Time-outs			
1	2	3	4
1	2	3	4
Extra periods			
Players		ppg	Fouls
			1 2 3 4 5
1	MAYER, F. G 1.80	9.7	P <sub>1</sub>
2	JONES, M. G 1.85	10.2	P <sub>1</sub> P <sub>2</sub>
4	SMITH, E. F 1.93	12.3	P <sub>1</sub> U <sub>1</sub> P <sub>2</sub>
5	FRANK, Y. F 1.97	7.9	T <sub>1</sub> P <sub>1</sub>
8	NANCE, L. C 2.08	12.2	P <sub>1</sub> P <sub>2</sub> U <sub>1</sub>
9	KING, H. (C) F 2.03	17.5	P <sub>1</sub> P <sub>2</sub>
14	RUSH, S. F 2.07	4.1	X P <sub>1</sub> P <sub>2</sub>
21	MARTINEZ, M. G 1.81	7.5	X P <sub>1</sub> P <sub>2</sub> T <sub>1</sub>
32	SANCHEZ, N. F 1.93	5.6	X P <sub>1</sub> P <sub>2</sub> P <sub>3</sub> U <sub>1</sub>
55	MANOS, K. G 1.88	1.0	X P <sub>1</sub> D <sub>1</sub>
Coach: LOOR, A. 4yr		C <sub>1</sub> B <sub>1</sub>	
Assistant Coach: MONTA, B. 3 yr			

Team stats and fouls

Scoresheet

A	M	B
5	2	4
8	4	5
		7
		4
		6
		11
		15
		11
		7
		12
		13
		15
		15
		16
		17
		11
		7
		10
		12
		13
		15
		22
13		22

## Spotting boards

- On a sheet of paper, list all the **players, numbers, and some personal details**
  - Position, height? Age, years pro?
  - Relevant statistics



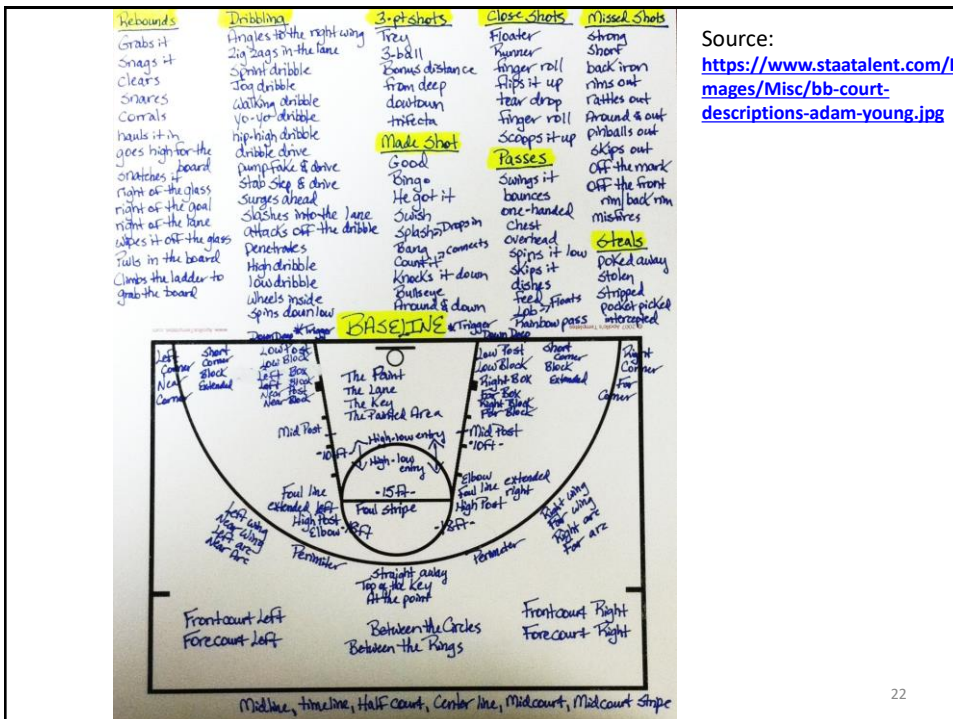
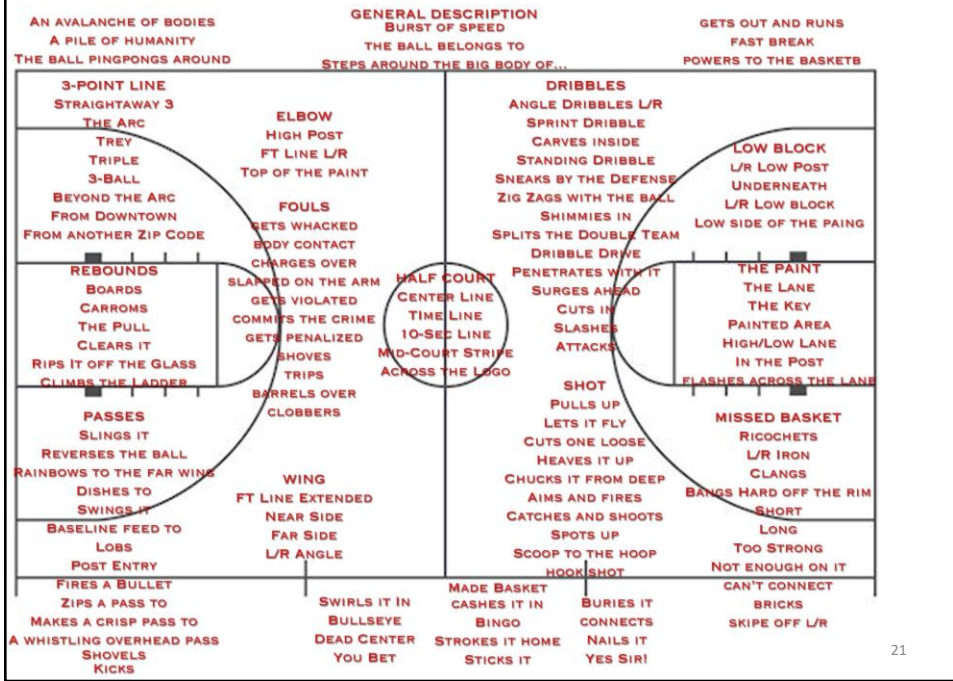


	3's 48 -135 35%	FT% 67 -91 .736	69G S WC S CHPTS-85%FT(21S1)7-10 3 S LAST6-10(F6) 05-06 11.8/4.6A4.1R1.2ST-34M ST JOE'S 1STTALLAM-02-03 ATL10-1STT- ARTIST-ST JOE'S UNDEF 03-04(27-0) h: 6-4 w180 a: 24 p: GUARD Exp: 4TH Sch: ST. JOSEPH'S 9P: 61
<b>17</b>	Pts 6.7 ( ) Reb 8.3 ( ) Ast 1.1 ( )	Blk 0.5 ( ) Stl 0.8 ( )	05/18v Wash 3 Pts (2-2) 1-2 Ft 0-0 3's 2 Re 0 Ast 0 St 11 Min
	3's -2	FT% 49 -82 .598	SH VSLAL-11/15R/4S-- 2B2B-1 10C-2B2B(9-1) CH-6.8/6.7R-0607- 0304-FCBARCELONA-@GSW/32.27M12(4-8 4-5)12R2A1BL BRAZ NAT TEAM&JRNATTEAM-01-MVP-BRAZLEAGUE- h: 6-10 w240 a: 25 p: FORWARD-CENT Exp: 4TH Sch: NONE 9P: 48
<b>19</b>	Pts 6.5 ( ) Reb 1.1 ( ) Ast 1.9 ( )	Blk 0.0 ( ) Stl 0.3 ( )	05/18v Wash 3 Pts (1-3) 0-0 Ft 1-2 3's 0 Re 0 Ast 0 St 10 Min
	3's 15 -276 41%	FT% 20 -28 .714	4TH IN '3S-SINCE04-05 dnp-cd-2 35-3's-8th-OB- 05-06-82G S-6.7/2A1R25.5M-19TH 3'S(140)-UHOUS- [BA/CBA-IDAH0-NJ/BOS98-99G S/DAL99-00/AN00-01]DET01-02 SAC02-03MIL03-04MIAD4-05CLE05-BALLBOY-ROCKET(SJACKET) h: 6-3 w190 a: 31 p: POINT GUARD Exp: 10TH Sch: HOUSTON 9P: 67
<b>20</b>	Pts 1.0 ( ) Reb 0.9 ( ) Ast 1.9 ( )	Blk 0.2 ( ) Stl 0.5 ( )	02/22v Wash 3 Pts (1-6) 1-2 Ft 0-0 3's 2 Re 1 Ast 0 St 32 Min
	3's -2	FT% 10 -22 .455	DNP-CD LAST3-SURG10/2-TORNMENT-LKNEE 02-03-DEF2NDT-1/22/05-SH22@GSW/2/2202CH11R SEA-95-97SEA/PHI97-98PHILA98-04CLE04-4YRSMU-2ND A'S(SKILES) 05-KENNEDY-TSN-GOODGUYS3STRYRS-BRO-PERCY-KCCHIEFS h: 6-3 w205 a: 35 p: POINT GUARD Exp: 13TH Sch: MICHIGAN STATE 9P: 22
<b>23</b>	Pts 30.0(1) Reb 7.9 (27) Ast 7.2 (8)	Blk 1.1 (33) Stl 1.8 (10)	05/18v Wash 45 Pts (14-29)14 -19 Ft 3 -11 3's 5 Re 6 Ast 2 St 47 Min
	3's 13 -359 31%	FT% 549 -771 .712	7C-VSGSW-29/47%-8.4R6.7A 1217 VSMIL-9THPT-YOUGNEVER-22YRS352DAYS- LAST3-32/8.7R5A2.7S 4THEVER-(31/4/6)-O/MJWEST-YOUNG-1THPTS 2b2b-8 3b2b-4 0506-1STT-ALLST(MVP)-04-05-2NDT(YOUNGESTEVER)-ALLST 3B2BVSGSW-04--03-04--RKYR-10F3RKS(20/5/5)(MJ/OSC)-07GOLDFIBAS h: 6-8 w240 a: 23 p: SMALL FORWAR Exp: 5TH Sch: NONE 9P: 75
<b>27</b>	Pts 1.4 ( ) Reb 2.5 ( ) Ast 0.2 ( )	Blk 0.4 ( ) Stl 0.2 ( )	05/10v Wash 0 Pts (0-1) 0-0 Ft 0-0 3's 0 Re 0 Ast 0 St 2 Min
	3's -1	FT% 28 -58 .483	IA-3 DNP-CD-5 05-06 14G S-BOST-1/2.2R6.2M(40%-FLA FLAME DL--11.7R(1ST) SIGNED BY MINN-CANDI TRADE TO BOSTON-STJOE-A-10DEFPLYRSR A-10DEFT(2)-DAD DWAYNE-FB WVU- h: 6-11 w251 a: 25 p: FORWARD-CENT Exp: 3RD Sch: ST. JOSEPH'S 9P: 56
<b>32</b>	Pts 10.1(107) Reb 5.2 (66) Ast 0.9 (171)	Blk 0.6 (57) Stl 0.4 (172)	05/18v Indi 6 Pts (3-5) 0-1 Ft 0-1 3's 6 Re 0 Ast 0 St 16 Min
	3's -3	FT% 154 -204 .755	10+(19)20+(3)30+(1)10+r(4)2B2B-4 14-20LAST2-8-12FT'S MILW 03-06 C-12.4/7R PLAYED HAWK IN "REBOUND" 10+r(1) RK ISTT-MINNCONTRACT BESTYR-2NDYRGSW- GSW-95-97 GSW/PHILA97-98 MINN 98-00 DET 01-02 MINN01-03 h: 6-10 w225 a: 32 p: POWER FORWAR Exp: 13TH Sch: MARYLAND 9P: 77

## Vocabulary

- **Enjoy** (the) language. Make sure the words you use mean *what you think* they mean
- Vary terms to express the same meaning
  - When speaking extemporaneously, it is easy to fall back on individual familiar expressions
  - **Compile a list of words and synonyms** for common concepts; glance at it to jog your memory

Source: <http://staatalent.com/site/wp-content/uploads/2011/01/Basketball-Descriptors-Jay-Sanderson.jpg>



Source: <https://www.staatalent.com/images/Misc/bb-court-descriptions-adam-young.jpg>

<b>GOALS:</b>	<b>Shots:</b>	<b>SAVES:</b>
X's goal illuminating the occasion	X GOES FOR GLORY!!	
What a goal!	X! It's a sweetly struck volley	
What an effort	X Fires It	GK was there
An absolute stunner	X Wants to have a go	No way past GK
Tremendous Strike	X Sent her shot fizzing towards goal	
What a Wonder-strike!	X Steps into one	GK got down well
X with an absolute show-stopper!	X Looking to bend one	GK did his/her thing
X!!! GAME ON!	Good Hit!	GK at Full Stretch
X slips it in!	Well Struck	GK punches to safety
X Flicks it in	Sweetly struck	GK Fists it clear
FEROCIOUS STRIKE	X rising to meet it! (HEADER)	
X! Emphatic Finish!	X climbs the ladder! (HEADER)	
<b>Missed Shots:</b>	<b>DEFENSE:</b>	<b>PASSING:</b>
X's shot Skewing away from goal		
X! shot cannons off the crossbar	<b>CROSSING/FREE KICKS:</b>	
X! Flashes it Just wide	<b>POSITIONING:</b>	<b>FOULS:</b>
It was X with the effort	<b>DRIBBLING/CREATING SPACE:</b>	
(If just wide) that shot looked useful	<b>SUBSTITUTIONS:</b>	
Source: <a href="https://staatalent.com/sportscasting-prep-tools/SOCCER%20SAYINGS-Marc%20Serber.pdf">https://staatalent.com/sportscasting-prep-tools/SOCCER%20SAYINGS-Marc%20Serber.pdf</a>		

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## Other resources:

- Glossary of basketball terms:  
<http://www.saythedamnscore.com/2015/12/glossary-of-basketball-terms/>
- Glossary of soccer terms:  
<https://staatalent.com/sportscasting-prep-tools/SOCCER%20SAYINGS-Marc%20Serber.pdf>
- Consider using these for your play-by-play assignments!

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## Vocabulary exercise

- **Ten ways to express** score in basketball:
  - Good/no good. Scores. Hits it. Nets it. Got it. (That's) one/two/three
  - Types of shots: Lay-up, dunk, jam, slam, shoot, fade-away, in traffic...
- **Retrieve resources provided yesterday!**

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## Key When Speaking for Radio, TV

- **Articulate words; pronounce words clearly**
  - Open your mouth
  - Slurring, mumbling are unacceptable!
- **Lower** voice, but speak **aloud**
  - Authority, preservation
  - Do not yell!
- **Conversational style: talk with** people rather than announcing or lecturing to them

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## Key When Speaking for Radio, TV

- Try out different approaches but avoid copying
  - Cannot be anyone else but you
- **Pronunciation** of names: media director, media guide, athlete
  - Record the pronunciation, master it
- Explain what happens to “mom,” analyze for “dad”
- **Have fun and enjoy yourself**

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## TV production resources (opt.)

- 5-minute [video on CBS TV sports production](#)
- Production truck for an [ice hockey game](#)
- U.S. [Gymnastics broadcast](#)
- Alt. list of [expressions for the basketball court](#):  
<http://staatalent.com/site/wp-content/uploads/2011/01/Basketball-Descriptors-Jay-Sanderson.jpg>

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## Presentation

- Prompts posted on <http://sportj.weebly.com>:
  - **Work in pairs to produce a 5' play-by-play audio clip**
  - Games to be announced (2018 FIFA World Cup or 2010 FIBA basketball World Championship) can be retrieved from class monitors
  - Sign up in the coming minutes
  - Turn in: class monitors will deliver me the final audio clips tentatively **Friday, May 24** (two months to c.!)
    - Presentations: Last two class meetings (May 30-31?)

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## Review

- Do not repeat but rather explain
  - Importance of silence
- **Significance** – of game, play, performance...
- Identify players; **contextualize** score, time
- Color commentator: explains, interprets, anticipates. Is the star; discuss how to interact!
- Spotting board: info + comment/"story" ideas
- Vary jargon

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