

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Курганский государственный университет
Кафедра иностранных языков гуманитарных специальностей**

АНГЛИЙСКИЙ ЯЗЫК

Практикум по развитию навыков устной речи
для студентов 1-3 курсов филологического факультета,
обучающихся по специальности «Журналистика»

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ПРЕДИСЛОВИЕ

Настоящий практикум предназначен для студентов специальности «Журналистика» и ставит своей задачей обучение студентов навыкам чтения литературы по специальности и умению осуществлять профессиональное общение в сфере СМИ.

Материал практикума сгруппирован по темам, каждая из которых включает ряд текстов на английском и русском языках с разработками.

После основных текстов, как правило, приводится список слов и устойчивых словосочетаний, необходимых для более глубокого понимания содержания текста и для ведения беседы по данной теме. Лексико-грамматические упражнения предназначены для закрепления полученных знаний и словаря, а также для развития навыков устной речи.

В практикуме представлены обусловленные ситуационно коммуникативные упражнения, стимулирующие аргументированное высказывание, участие в дискуссии и свободной беседе.

Тексты практикума отражают современное состояние проблем в сфере журналистики. Они подобраны с учетом познавательности, информативности и актуальности.

UNIT I

TEXT 1 **The Mass Media**

The mass media are the various ways by which information and news is given to large numbers of people. The mass media comprise newspapers, magazines, radio, TV and the Internet. To understand the meaning of the mass media for the people it is necessary to consider their every aspect separately.

It's impossible to imagine our life without *newspapers*. Newspapers come out to provide their readers with fresh news and often carry advertising. In Great Britain newspapers are classified into quality and popular editions. Quality newspapers are serious daily issues, e.g. «Financial Times», «The Times», «The Guardian», «The Daily Telegraph». Popular, tabloid newspapers are smaller in size and contain many photographs. Tabloid newspapers tend to emphasize such topics as sensational crime stories, astrology, gossip columns about the personal lives of celebrities and sports stars. Tabloid newspapers are sometimes called the gutter press. «The Daily Express», «The Daily Mirror», «The Daily Mail», «The Daily Star», «The Sun» are popular newspapers .

Russia can be proud of the variety of newspapers circulating throughout the country. On the news stalls one can find newspapers of all kinds: national and local, official and private, quality and popular, etc. «The Moscovsky Komsomolets» is a social and political newspaper of the Russian youth; «The Argumenty i Fauty» is an independent newspaper; «The Komsomolskaya Pravda» is a popular daily newspaper. As for the magazines, today they are numerous. They cover all topics and interests. Among the most popular magazines are periodicals for teenagers.

Radio appeared earlier than TV. Radio first became a possibility when the English physicist Faraday demonstrated that an electrical current could produce a magnetic field. In 1864 James Maxwell, a professor of physics at Cambridge, proved mathematically that these electrical disturbances could be detected at distances. In 1901 an Italian physicist Marconi received wireless telegraphic messages. It was the birth of a communication revolution. Today there are a lot of radio stations of many different types, talk shows and music programmes with disc jockeys are very popular. There are 70 independent local radio stations in Britain. The most popular Russian radio stations are «Radio Rossii», «Radio Mayak», «Radio Yunost», «Radio Orfey» and «Vesti FM».

Television plays an important role in our society as an entertainer and informant. Many people have forgotten what the world was like before TV. But today it has become an integral part of our lives. No medium can compare with TV as a means of information, entertainment and education.

The UK's four most watched channels are: BBC-1 and BBC-2, ITV (Independent Television) and Channel Four. This is a list of television channels that broadcast in Russia.

State-owned: Channel One, Rossiya, Vesti, Kultura, Bibigon, TV Center, NTV, TNT, Telekanal Zvezda.

Private: Petersburg - Channel 5, REN TV, STS TV, Domashniy, MTV Russia, NTV Plus, Muz TV, DTV, etc.

The Internet was created in 1983. Since that time it has grown into an increasingly commercial and popular medium. The Internet connects many computer networks. It is based on a common addressing system and communications protocol called TCP/IP

(Transmission Control Protocol/Internet Protocol). By the mid-1990s the Internet connected millions of computers throughout the world.

The mass media report about various aspects of life, and affect public opinion. The role of the mass media in the life of the present society is difficult to overestimate. They have become a daily and essential necessity with contemporary men.

EXERCISES

1. What is implied under the term «the mass media»? Find the definition in the text. Give your own definition to «the mass media».

2. Answer the following questions:

What can you say about the press?

In what ways do quality newspapers differ from the popular ones?

What quality and popular newspapers can you name?

When was TV invented?

What British radio and TV networks do you know?

What do you know about the Internet?

What is the role the mass media in the life of contemporary society?

3. Look through the news items in current newspapers. Name the topical issues of the day.

4. Find a newspaper which appeared on the day you were born. What was happening in the world on that day?

5. Read the article about regional newspapers in Britain and be ready to tell your foreign friends about your local newspapers.

Most towns and cities throughout Britain have their own regional newspapers. These range from morning and evening dailies to Sunday papers and some 2,000 or more which are published just once or twice a week. These papers mainly include stories of regional and local interest, but dailies also cover national and international news, often looked at from a local viewpoint. They also provide a valuable medium for local advertising. It is impossible to list all Britain's regional papers.

London has its own evening paper, the *Evening Standard*, which has a circulation of nearly 470.000 and provides Londoners with news and features covering events in the capital and of national and international interest.

Regional or local papers serve community interests. Weekly local papers contain articles and features on the community as well as details of local theatre and cinema performances. The majority of local papers are evening papers. Free sheets are papers delivered free to every house in the area. They consist largely of the advertising which finances them.

6. Read the common arguments for and against television, arrange them into two columns. Agree or disagree:

Television brings the world to our living-room. Many people do not concentrate when viewing - so their time is largely wasted. Some pupils are so attracted by television they do not do their homework at all. We become better informed by watching documentaries, science programmes, economic, social and political issues of the day. Television may lead to poor health, through rushed meals, lack of sleep, lack of exercise, eyestrain. Television is doing a lot

of harm. We see great events which will pass into history. The viewers become more cultured people by learning more of the arts. Television helps us to relax after a hard day's work. Apart from their entertainment value, television programmes provide useful topics of conversation. People begin to forget the art of conversation.

7. Give your arguments for and against the Internet.

8. Here is a list of different TV programmes. Give a brief description of each kind of programme.

Current Affairs	Film, Play
Documentary	The Arts
Sport	News
Educational	Variety Show

Example: Current Affairs. These programmes deal with political and social problems of modern society. Their aim is to give an analysis of the problems and to show different viewpoints. They are concerned with the country's national events, festival and public gatherings. They also include news commentaries.

9. A friend of yours tries to persuade you to listen to some radio programme regularly. Refuse politely with a reason.

10. Prepare an outline of the text.

TEXT 2 Britain's Press, Television and Radio.

The press. Quite a number of daily newspapers, national and regional, are sold per person in Britain. There are over 120 daily (Monday to Saturday) and Sunday newspapers and about 1,000 weekly newspapers. These figures include certain specialized papers; for instance business, sporting and religious newspapers, and newspapers in foreign languages.

The press serves a variety of political views, interests and levels of education. There is no state control or censorship of the press, but it is subject to the general laws of publication. Newspapers are almost always financially independent of any political party.

Ownership of the national, London evening and regional daily newspapers is concentrated in the hands of a number of large press publishing groups, such as "Fleet Holding", "Associated Newspaper Group", "News International", and others.

Ten morning daily papers and eight Sunday papers circulate throughout the country, and are known as national newspapers. Most of them are produced in London. National newspapers are often thought of as either "quality" or "popular" papers on the basis of differences in style, content and format: broadsheet or tabloid.

The regional newspapers of England provide mainly regional and local news. The daily newspapers also give coverage of national and international affairs. Generally, regional evening newspapers are non-political, while the morning newspapers adopt a more political stand.

The 5,000 periodical publications are classified as "general", "specialized", "technical" and "professional". They include magazines of general interest; women's magazines; publications for children; pop music journals; religious periodicals; fiction magazines; magazines dealing with sports, gardening, hobbies and humour, etc.

The weekly periodicals with the highest sales are "Radio Times" and "TV Times Magazine", "Woman's Weekly", "Woman's Own", "Weekly News". The leading journals of opinion are the "Economist", a publication covering a wider range of topics than the title implies; the "New Statesman", which reviews politics, literature and the arts; "Tribune", which represents the views of the left-wing of the Labour Party; "New Society", covering sociological aspects of current affairs; and "New Scientist", which reports on science and technology in terms which are non-specific.

Television. Television viewing is one of the most popular leisure pastimes in Britain, average viewing time per person is about 20 hours a week. Two public bodies - the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA) - provide television and radio services throughout the country.

The constitution and finances of the BBC are governed by the Royal Charter. The Corporation of 12 governors (each appointed by the Queen on the advice of the Government) is responsible for all aspects of broadcasting. Committees advise them on a wide range of matters including the social effects of television, religious broadcasting, music, agriculture, school broadcasting, further education, programmes on science and engineering. The domestic services of the BBC are financed principally from the sale of television licences. This is supplemented by profits from trading activities, including television programme exports, the sale of educational films, etc.

The IBA constitution and finances are governed by statute. Its members are appointed by the Home Secretary. The IBA does not produce radio or television programmes; these are provided by independent programme companies. Its main functions are to appoint the companies, supervise programme arrangements, control advertising and build, own and operate transmitting stations. The IBA finance comes from annual rental payments made by the television and radio programme companies. Fifteen television programme companies hold contracts to provide television programmes. They operate on a commercial basis, deriving most of their revenue from the sale of advertising time.

Four television channels are in operation. Two are owned by the BBC - BBC1 and BBC2; and two - by IBA - ITV (Independent Television) and Channel 4. BBC1 presents more programmes of general interest, such as light entertainment, sport, current affairs, children's programmes and outside broadcasts, while BBC2 places greater emphasis on minority interests, but also provides documentaries, travel programmes, serious drama, music, programmes on pastimes and international films.

The first regular independent television programmes began in London in 1955. Much time is given to informative programmes, including news, documentaries, current affairs, education and religion. Channel 4, which began broadcasting in 1982, provides a national television service throughout Britain, except in Wales. The IBA must ensure that programmes on Channel 4 are complementary to those of ITV.

Radio. BBC Radio has four national channels. Radio 1 provides a programme of popmusic, while Radio 2 provides light entertainment and music as well as being the principal channel for the coverage of sport. Radio 3 provides mainly classical music as well as drama, poetry and short stories, talks and documentaries. Radio 4 is the main speech programme, providing the principal news and information service and a wide

range of drama, music and talks.

The BBC External Services broadcast by radio to most countries overseas, using English and many other languages. The main objective is to give news, reflect British opinion and project British life, culture and developments in science and industry. News bulletins, current affairs programmes, political commentaries and topical magazine programmes form the main part of the output. A full sports service, music, drama and general entertainment are also included.

EXERCISES

1. Read the text and answer the questions:

1. Who are the BBC and the IBA governed by?
2. Where are the BBC and the IBA financed from?
3. How do BBC1 programmes differ from BBC2 programmes?
4. What do they show on ITV?
5. What programmes do radio channels provide?

2. Name the principal British newspapers. Say what kind of information they offer their readers.

3. Read the following extract and explain why Fleet Street is often called the home of the British Press.

One of the most famous highways of London, Fleet Street is often called the centre of the newspaper industry. It was known in the early 13th century as Fleet Bridge Street; its west side was destroyed in the Great Fire of London in 1666. Many famous lanes and streets ran into Fleet Street. The street was noted for its coffeehouses and taverns and for the famous literary men living and working in it. Outstanding among these were Samuel Johnson, Ben Jonson, John Milton, Charles Lamb, and Oliver Goldsmith. Among the publications associated with Fleet Street are *Punch*, *the Daily News*, *the Daily Telegraph* and *the Evening Standard*. During the 18th and 19th centuries it became the headquarters of publishers and is still the journalistic street of London. The street and the immediate area are dominated by the offices of daily and provincial newspapers and all their related associations.

4. There are a lot of magazines and other periodicals available in Russia. Which of these magazines would you like to read? Why?

As far as	I'm keen on ... I'm interested in... I enjoy reading ...	I'd like to read "...".	It is ... There is/are ... It is packed with... It contains ... It approaches... Besides, ...
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6. Read the text once more. Use the information given in it while speaking about the Russian Press.

TEXT 3 The American Press, Television and Radio.

The newspapers in the United States can be divided roughly into four catego-

ries: weeklies and semiweeklies, small dailies, larger dailies, and the gigantic metropolitan dailies. The size and frequency of a newspaper's edition depend upon the amount of advertising and circulation revenue it commands. No matter what their size, all newspapers have a fundamental organization in common. Each has five major departments:

- ✓ editorial, which gathers and prepares the news, entertainment, and opinion materials, both written and illustrated;
- ✓ advertising, which solicits and prepares the commercial messages addressed to the readers;
- ✓ circulation, which has the task of selling and delivering the newspaper to the readers of a community;
- ✓ production, which turns the editorial materials and advertisements into type and prints the newspapers;
- ✓ business, which oversees the newspaper's entire operation.

In 1990, about 9 thousand newspapers appeared in the United States. Most daily newspapers are of the "quality" rather than the "popular" variety. The paper with the largest circulation, The Wall Street Journal is a very serious newspaper indeed. It can be found throughout the country. Some of the largest newspapers are at the same time news-gathering businesses. They not only print newspapers, they also collect and sell news, news features, and photographs to hundreds of other papers in the U.S. and abroad. Three of the better-known of these are The New York Times', The Washington Post's, and the Los Angeles Times' news services.

American newspapers get much of their news from the two U.S. news agencies AP (Associated Press) and UPI (United Press International). These two international news agencies are the world's largest.

There are over 11,000 magazines and periodicals in the United States. More than 4,000 of them appear monthly, and over 1,300 are published each week. They cover all topics and interests, from art and architecture to tennis, from aviation and gardening to computers and literary criticism. Quite a few have international editions, are translated into other languages, or have "daughter" editions in other countries. Among the many internationals are National Geographic, Reader's Digest, Cosmopolitan, Vogue, Time, Newsweek, Scientific American and Psychology Today.

The problem of describing American radio and television is simply this: there's so much of it, so many different types, and so much variety. In 1995, there were over 9,000 individual radio stations operating in the United States. Of this number, over 1,000 were non-commercial, that is, no advertising or commercials of any type are permitted. These public and educational radio stations are owned and operated primarily by colleges, universities and boards of education. At the same time, there were about 1,200 individual television stations. Of these TV stations, just under 300 were non-commercial, that is non-profit and educational in nature and allowing no commercials and advertising. The non-commercial radio and television stations are supported by individual donations and funds from state sources.

All radio and television stations in the United States, public or private, must be licensed to broadcast by the Federal Communications Commission (FCC), an independent federal agency.

The National Public Radio network (NPR) is an association of public radio stations, that is, of non-commercial and educational broadcasters. NPR is known for its quality news and discussion programs. The largest television networks are PBS (Public Broadcasting System) with its over 280 non-commercial stations, CNN (Cable News Network), which carries only news and news stories, ESPN, the all-sports cable network, MTV, which is famous for its music videos, etc.

EXERCISES

1. Read the text to find answers to the following questions.

1. How many individual radio and TV stations operate in the USA?
2. How does the Federal Communications Commission regulate their broadcasts?
3. What kind of body is the National Public Radio network?
4. What is the largest television network?

2. Try to guess what programmes are these extracts taken from?

- A: Look at this oak tree, for example. The leaves should be green, but they are turning yellow.
- B: The Prime Minister of Canada has just arrived in London.
- C: OK, blue eyes, you're under arrest for the murder of Mrs. Kelly.
- D: Tomorrow it will be cloudy in the South with rain spreading from the west later.

3. Roleplay.

a) You are an American journalist. Ask your colleague living in Moscow about the most popular newspapers and magazines in his country and their characteristics.

b) You are a journalist living in Moscow. Answer your American colleague's questions about the most popular newspapers and magazines in your country and their characteristics.

4. Get ready with the questions for the contestants in a TV quiz show. The questions will all deal with The American Press Television and Radio.

5. Summarize the information of two previous texts to be ready to speak on the topic "The press".

TEXT 4 Defamation.

Defamation consists of publication of a falsehood that defames an identifiable person or corporation. Persons are identifiable if they are named or pictured, and also if they are recognizable to their acquaintances.

Publication includes broadcasting. The ancient distinction between slander and libel has been abandoned in most broadcasting cases. Now, broadcasters generally are governed by the same libel law as newspapers. Publication also includes republication, which is another way of saying that a broadcaster is responsible not only for his own defamatory comments (the news anchor's commentary, for example) but also for those of third persons whose words are circulated by the station in its news broadcasts.

As a legal matter, a falsehood is anything the broadcaster can't prove is true. The only truth that matters is the one that can be proven in a court of law. A statement is defamatory if it tends to damage a person's reputation. Obviously it is defa-

matory to accuse a person of committing a crime or of engaging in immoral activity. But it can also be defamatory to say that he or she threw a temper tantrum, is a bigot, or a coward.

Active Vocabulary

defamation	диффамация, клевета
defame	порочить, клеветать
defamatory	клеветнический
identifiable	узнаваемый
slander	юр. устная клевета, устное оскорбление
libel	юр. письменная клевета
abandon	юр. отказываться
falsehood	ложь, обман
in court of law	в суде
to accuse	обвинять
to commit a crime	совершить преступление
throw a temper tantrum	закатить сцену
bigot	амер. расист
coward	трус

EXERCISES

1. Find the answers to the following:

1. What does defamation consist of?
2. How can people be identified?
3. Why has the ancient distinction between slander and libel been abandoned in most broadcasting cases?
4. Are broadcasters generally governed by the same libel law as newspapers?
5. What is falsehood as a legal matter?

2. Translate into Russian. Reproduce the situations in the text in which they are given.

Falsehood; broadcasters; to be governed by smth; to engage in immoral or dishonest activity; news broadcasts; they are recognizable to their acquaintances; to damage a person's reputation; as a legal matter; to accuse a person of committing a crime; she threw a temper tantrum.

3. Find the English equivalents in the text. Use them in sentences of your own.

Состоять из чего-л.; знакомые; включать в себя; различие; третьи лица; обвинить кого-л. в совершении преступления; телеведущий программы новостей; комментарии, узнаваемые лица.

4. Translate in writing the following extract into Russian. What assumptions of social responsibility theory seem the most important to you? Why? Write a short essay of about 250 words.

Social responsibility theory asserts that

- The mass media must remain free of government control but in exchange media must serve the public.
- The media should accept and fulfill certain obligations to society.
- The media can meet these obligations by setting high standards of profes-

nalism, truth, accuracy, and objectivity.

- The media should be self-regulating within the framework of the law.
- The media should avoid disseminating material that might lead to crime, violence, or civil disorder or that might offend minority groups.
- The media as a whole should be pluralistic and reflect the diversity of the culture in which they operate, and give access to various points of view and rights of reply.
- Media professionals should be accountable to society as well as to their employers and the market.

In rejecting government control of the mass media, social responsibility theory calls for responsible, ethical industry operation, but it does not free audiences from their responsibility. People must be sufficiently media-literate to develop firm yet reasonable expectations and judgements of media performance. But ultimately it is practitioners, who are charged with operating in a manner that obviates the need for official intrusion (вторжение в личную жизнь).

TEXT 5 Invasion of Privacy

Active Vocabulary

run afoul of the law	нарушить закон
invasion of privacy	вмешательство в личную жизнь
be guilty of	быть виновным в чем-л.
trespass	юр. нарушение владения
be liable for	нести ответственность за что-л.
intrusion	вторжение в личную жизнь
with /without consent	с/без согласия
unauthorized	несанкционированный
actionable	юр. дающий основания для судебного преследования
right of access	право доступа
shoot	снимать
with impunity	безнаказанно
sue smb for smth	привлечь кого-л. к суду

Read and translate the following text:

The broadcaster has numerous opportunities to run afoul of the law of invasion of privacy. A camera crew that goes into someone's home without permission would be guilty of trespass. A camera crew that goes into someone's home with permission, but while there installs a hidden microphone, would be liable for the form of invasion of privacy called intrusion, even though there might be no trespass because the entry was made with consent. The unauthorized installation of the microphone would be actionable even without trespass.

Reporters have no constitutional right of access to scenes of crime or disaster from which the general public is excluded. On the other hand, if a camera crew can see its subjects from a public place and shoot pictures without any trespass, no liability should occur.

In general, persons in public places may be photographed with impunity, but it should be taken as a general proposition that a camera crew has no right to go on pri-

vate property in pursuit of a newsworthy event without the owner's consent.

EXERCISES

1. Fill in the gaps with prepositions

1. to be guilty...; 2. an access...; 3. to be liable...; 4. ... pursuit ...; 5. ... impunity

2. Give the definitions of the following expressions:

an invasion of privacy; to run afoul of the law; to trespass; to be liable for; unauthorized

3. Discuss the problem of «paparazzi» with your partners.

Are you of the opinion that their conduct is ethical?

Can you think of any tragedies in which «paparazzi» were involved?

Are there only negative points in their work?

The following adjectives can be of help to you. Some of them have a positive meaning, some are negative.

self-confident; cunning; efficient; unpredictable; insensitive; tactless; discourteous; imprudent; indelicate; rash; active, dynamic; operational; bold; callous; merciless.

4. Read the text. What is it about? What is your variant of the title?

Once the images and information have been obtained, there are additional hazards in the selection of material to be broadcast. One of these involves a branch of privacy law often termed appropriation, but which adds up to commercial exploitation. In the normal course of news coverage, broadcasters are not likely to encounter this branch of privacy law. But they might well encounter it in their promotional efforts. If a person's name or likeness is used to promote the station or sell a product or service, the broadcaster should be sure that the person had consented to that use of his or her name or picture.

Yet another branch of privacy law comes into play if the broadcaster depicts a person in a false light. This can happen if footage is used to illustrate a story with which the subject has no actual connection. If videotape made of people shopping in a supermarket is used in a story about the problems of shoplifting, it may give the impression that those people are shoplifters. Of special concern in this situation is what is being said while the video is being shown. A line of narrative saying, «Shoplifters come in all shapes, sizes and ages» that accompanies pictures of a nice little old lady taking a dress from a rack and holding it to herself it see how it fits may give the audience the idea that «This is a typical shoplifter».

The final branch of privacy law concerning broadcaster involves disclosure of purely private information. This body of law gives the individual a cause of action for the disclosure of private information that (a) would be highly offensive to a reasonable person, and (b) is of no legitimate public concern. The kinds of disclosure that most commonly fall within this definition involve medical and sexual matters.

1. Answer the following questions.

1. What are additional hazards in the selection of material to be broadcast?

2. Which branch of privacy law is often termed «appropriation»?

3. What does it add up to?

4. Are broadcasters not likely to encounter this branch of privacy law in the normal

course of news coverage? Why?

5. When can the situation of depicting a person in a false light occur?

6. What disclosure of private information is most common?

2. Translate the following word combinations into Russian:

To obtain; a branch of privacy law; are not likely to encounter; promotional efforts; to come into play; to fit; to be highly offensive; to fall within a definition; to be liable; to broadcast a videotape.

3. Find the English equivalents in the text. Use them in sentences of your own.

Как только; изобретение; выбор материала для передачи; не иметь прямого отношения к чему-л.; повествование; снять платье с вешалки; консультация с врачом; согласно этому закону; чисто личная информация; создать впечатление.

4. Make the synopsis (резюме; конспект; реферирование, синопсис) of the text according to the plan.

THE PLAN OF THE SYNOPSIS

1. The Title заглавие	I've read the text (article, story) entitled... I'd like to tell you about the text (article, story) entitled...
2. The Source источник	This is an article (a story, a text) published in the newspaper (magazine, book)...
3. The Author автор	The author of the text is ...
4. The Idea идея	The main idea of the text (article, story) is to show (to prove, to underline)...
5. The Subject предмет	The text is about ... The text describes (gives information about)...
6. The Content содержание	The text (story, article) starts with the fact (with the description of, with the characteristic of)... I'd like to cite the author... Then the author describes (touches upon the problem of..., deals with the fact that ...) Besides the author stresses that ... Finally the author comes to the conclusion that... I'd like to make a quotation...
7. Your Attitude ваше отношение	I've learned a lot of interesting (important, new) facts (information, things) from the text. It makes us think of... It gives us food for thoughts. It proves the idea (the theory, the point of view, the opinion) ... It can help us in self-education (in solving our problems).
8. Your Advice ваш совет	So in my opinion the text is (not) worth reading.

UNIT II

TEXT 6 Journalism.

Journalism is the craft¹ of conveying² news, descriptive material and opinions via³ a widening spectrum of media. These include newspapers, magazines, radio and television, the Internet and even the mobile phone. The term “journalism” derives from *jour*, the French word for *day*. It is the events of the day expressed in words, sounds and pictures. They are processed by the mechanics of communication to satisfy human curiosity of the world.

The Concise Oxford Dictionary describes a journalist as “a person who writes for newspapers or magazines or prepares news to be broadcast⁴ on radio or television”. A good journalist should have the qualities of sympathy⁵, open-mindedness⁶ and an inquiring mind⁷. He needs to have humility⁸ because none of us is fond of the man who is a show-off and thinks that he knows everything. At the same time journalism is no place for the shy person who finds it difficult to talk to strangers. To be a good journalist you must like people and be interested in what they do, you must be able to get on easy and friendly terms with men and women of all sorts. Besides a journalist must be a well-educated person. He should write in simple and plain⁹ language.

A great number of people are involved in the complex process of covering news¹⁰. Reporters are responsible to their chief of staff. Reporters cover assignments and report news either from their own country, or from abroad. Most reporters file information or write their stories electronically. Radio and television reporters often compose stories and report "live" from the scene. Some journalists also interpret the news and offer opinions to readers, viewers, or listeners. In this role, they are called commentators or columnists. Reporters take notes, take photos or shoot videos, either on their own, or through a camera man. They organize the material and write their stories. The stories are then edited by sub-editors¹², who function from the news desk. Then the stories are laid out¹³ on dummy pages¹⁴, and after the chief editor has approved the content, style and language in the material, it is sent for publishing. The news photographer has one of the most difficult jobs in journalism. The reporter may observe an incident or a situation over a period of time, then he thinks over what he has seen, and writes his report. The photographer must anticipate the key moment and press the button at the right second. The news editor¹⁵ is responsible for getting a balanced news report in each day's paper. The news editor actually lays out only page one. Page one gets first crack¹⁶ at any stories that go in the paper. The makeup editor¹⁷ works very closely with the news editor, and he lays out the inside pages. The picture editor¹⁸ leaves space for pictures.

On TV journalists are also involved in editing the video material and in working on the visual narrative¹⁹ of the story. In broadcast journalism (on TV), news anchors²⁰ examine, interpret, and broadcast news received from various sources of information.

Journalism is a hard life. It can be exciting, but it can be sometimes boring and frustrating. It can cut you off from a good deal of social life with your friends and your family. Despite this, journalists can't imagine their life without their profession. So, journalism is a way of life.

Active Vocabulary

- ¹craft - ремесло, искусство
- ²to convey - сообщать, передавать
- ³via - посредством, через
- ⁴to broadcast - передавать в эфир
- ⁵sympathy - сочувствие
- ⁶open-mindedness - широта кругозора; непредубежденность; восприимчивость
- ⁷inquiring mind - пытливый ум
- ⁸humility- скромность
- ⁹plain - ясный; простой
- ¹⁰to cover news - освещать новости
- ¹¹assignment - журналистское задание; to cover assignments - выполнять задания
- ¹²sub-editor - заместитель редактора
- ¹³to lay out - верстать
- ¹⁴dummy page - макет страницы
- ¹⁵news editor - редактор отдела информации
- ¹⁶to get first crack - иметь право первым отбирать материалы
- ¹⁷makeup editor - технический редактор
- ¹⁸picture editor - художественный редактор
- ¹⁹narrative - повествование; дикторский текст, авторский комментарий
- ²⁰anchor *or* anchorperson - ведущий программы; телеведущий

EXERCISES

1. Read the text and translate it into Russian consulting the essential vocabulary.

2. Answer the following questions:

1. What is journalism?
2. Where does the term “journalism” come from?
3. What qualities are essential for a future journalist?
4. What do usually reporters do?
5. Whom do we call columnists?
6. Is the work of the news photographer simple?
7. What is the chief editor responsible for?
8. Can you give a synonym for “broadcast journalism”?
9. What kind of conclusion does the author come to?

3. Answer the questions by choosing one of the alternatives, explain your choice:

Why do you think a journalist needs humility?

- a) to be able to get on easily with people
- b) not to impose his views on people
- c) to make a favourable impression on people
- d) to make people talk with him
- e) to win the respect and sympathy of people

Who do you think may be considered a well-educated person?

- a) the man who has graduated from a university

- b) the man who is brilliant at many subjects
- c) the man who is a keen reader of books and newspapers
- d) the man who has a wide knowledge of international events
- e) the man who is a self-made person with a great range of information in different fields

Why do you think a journalist must have an inquiring mind?

- a) to get as much information as possible
- b) to find out all the details about the event he is reporting
- c) to be able to understand people and their qualities better
- d) to be able to see the background of the event he is analyzing
- e) to be able to present the event from an unusual viewpoint
- f) not to make a hasty ill-informed judgement

4. Practise asking questions. Imagine that you are an editor-in-chief and are interviewing an applicant for a job on your newspaper. Work in pairs:

Ask your partner

- a) whether he has had any experience in journalism
- b) what newspaper he has worked for
- c) why he has decided to take up journalism as a career
- d) what newspaper he finds the most interesting
- e) what his favourite subject at school was
- f) whether he can speak any foreign languages
- g) whether he can type and drive a car
- h) whether he is good at short-hand writing
- i) whether he has ever had any experience in interviewing

5. Read the text without a dictionary. Sum it up in two sentences

Yellow journalism is a type of journalism that downplays legitimate news in favor of eye-catching headlines that sell more newspapers. It may feature exaggerations of news events, scandal-mongering, sensationalism, or unprofessional practices by news media organizations or journalists. Campbell (2001) defines Yellow Press newspapers as having daily multi-column front-page headlines covering a variety of topics, such as sports and scandal, using bold layouts (with large illustrations and perhaps color), heavy reliance on unnamed sources, and unabashed self-promotion. The term was extensively used to describe certain major New York City newspapers about 1900 as they battled for circulation. By extension the term is used today as a pejorative to decry any journalism that treats news in an unprofessional or unethical fashion, such as systematic political bias.

6. Read the text consulting the notes given below. Make up a dialogue based on the text working in pairs:

The general assignment reporter¹ is the backbone of any newspaper's staff. I think the requirements for a general assignment reporter are higher today than ever were before. He almost has to be a college graduate and have a wide knowledge of the world and affairs if he is to amount to anything as a reporter. The breed² that is disappearing now is the leg man³, the guy who races to the scene of the crime and phones in notes to a rewrite man.⁴ These days most papers insist on reporters who can write their own stories, even if a rewrite man has to fix them up⁵

later.

NOTES

¹general assignment reporter - репортер широкого профиля

²breed - племя

³leg man - репортер, собирающий материал

⁴rewrite man - сотрудник редакции, обрабатывающий материал репортера

⁵to fix them up - дорабатывать, редактировать

7. Paraphrase the following sentences. Use the modal verb *should*.

According to *The Elements of Journalism*, a book by Bill Kovach and Tom Rosenstiel, there are nine elements of journalism. Journalists need to be free and self-governing in order to fulfill their duty of providing the people with the information.

They must follow these guidelines:

Journalism's first obligation is to the truth.

Its first loyalty is to the citizens.

Its essence is discipline of verification.

Its practitioners must maintain an independence from those they cover.

It must serve as an independent monitor of power.

It must provide a forum for public criticism and compromise.

It must strive to make the significant interesting, and relevant.

It must keep the news comprehensive and proportional.

Its practitioners must be allowed to exercise their personal conscience.

In the April 2007 edition of the book, they have added one additional element, the rights and responsibilities of citizens to make it a total of ten elements of journalism.

8. Prepare an outline of the text.

TEXT 7 Photojournalism.

Photojournalism is a particular form of journalism (the collecting, editing, and presenting of news material for publication or broadcast) that creates images in order to tell a news story. It is now usually understood to refer only to still images, and in some cases to video used in broadcast journalism or for personal use. Photojournalism is distinguished from other close branches of photography (such as documentary photography, street photography or celebrity photography) by the qualities of: timeliness, objectivity and narrative. A photojournalist is a reporter who helps to illustrate news stories with photos.

The practice of illustrating news stories with photographs was made possible by printing and photography innovations that occurred between 1880 and 1897.

In 1887, flash powder was invented, enabling journalists to photograph informal subjects indoors. By 1897, it became possible to reproduce halftone photographs on printing presses running at full speed. In 1921, the wirephoto made it possible to transmit pictures. In 1925 the commercial 35mm Leica camera was developed. The introduction of this camera made it possible for photographers to move with the action, taking shots of events as they were unfolding.

Until the 1980s, newspapers were printed with turn-of-the-century "letterpress"

technology using easily smudged oil-based ink and low-quality paper. In the 1980s a majority of newspapers switched to “offset” presses. Smaller, lighter cameras greatly enhanced the role of the photojournalist. Since the 1960s, motor drives, electronic flash, auto-focus, better lenses and other camera enhancements have made picture taking easier. New digital cameras free photojournalists from the limitation of film roll length, as thousands of images can be stored on a single memory card.

Now, equipped with a digital camera, a mobile phone and a laptop computer, a photojournalist can send a high-quality image in minutes, even seconds after an event occurs. Camera phones and portable satellite links increasingly allow for the mobile transmission of images from almost any point on the earth.

EXERCISES

1. Translate the following definitions:

Timeliness - the images have meaning in the context of a recently published record of events.

Objectivity - the situation implied by the images is a fair and accurate representation of the events they depict in both content and tone.

Narrative - the images combine with other news elements to make facts relatable to the viewer or reader on a cultural level.

2. Explain and expand on the following.

Photojournalism is a form of journalism.

Photojournalism is distinguished from other close branches of photography.

The practice of illustrating news stories with photographs was made possible by printing innovations.

Camera enhancements have made picture taking easier.

3. Give as many prefaces to the following dialogues as you can. The situation may concern the topic: *Photojournalism*.

1)- Jane.

-Yes?

-Why don't you say something?

-I'm just trying to get over my astonishment.

- Is that the chief thing you feel - astonishment?

-Yes.

2)- He's been telling me. It's too terrible!

-Poor lady. It has been a great shock to her.

3) - You're looking fit!

-Really? That's a comfort.

-Barbara all right?

-Yes, full of ... fun.

-And the kids?

-Oh, tremendous.

4. Give the contents of the story in a nutshell.

5. Read this passage and answer the questions. Sum it up in one sentence.

1. What have technological developments in television news in the last twenty years been part of?

2. What have developments in transmitting pictures and sound brought about?
3. What is the basic concept behind the adoption of the technical marvels?
4. What helped reshaping the thinking as well as the duties of those who run TV news?

TV news and new technology

Technological developments in television news in the last twenty years have been part of a widespread technological explosion in all media. Developments in transmitting pictures and sound have brought about the portable microwave, wireless telephones, mobile satellite transmitting and receiving dishes, CDs, computers, fiber optics, and digital networks. These technological developments have made it possible for television news outlets to report live and to cover just about anything that happens.

Adapting these technological tools to TV news has resulted in changes to the organizational policy, operational, budgetary, and personnel areas of the news department. The basic concept behind the adoption of these technical marvels is the idea that by using these tools skillfully, we ought to be able to gather, process, and deliver TV news better than ever before.

New technical capabilities also have helped reshape the thinking as well as the duties of those who run TV news. These executives broaden their coverage horizons with a much more wide-angle view of the world. This broadened scope of news as a part of the overall cable channel service to audiences - and its profitability for owners and stockholders - has changed both the role of news executives and their staff and the news they broadcast.

6. Render the following text into English.

К концу двадцатого века в традиционной системе массовой информации - печать, радио, телевидение - сформировалась группа так называемых «новейших» средств коммуникации, связанных с телевизионными и компьютерными технологиями. Это прежде всего кабельное вещание и спутниковое телевидение, телерадиовещание в сети Интернет, а также другие потенциальные технологии «мегаканального» телевидения, основанные на современных способах распространения и хранения информации (цифровое телевидение, волоконно-оптические системы на 500 и более интерактивных каналов, сотовое радио и телевидение и т. д.). «Новейшие» средства массовой коммуникации предлагают более гибкие формы общения с потребителем, в том числе большую степень интерактивности. Это не означает, что классическое эфирное телевидение перестанет существовать. Эфирное, кабельное, спутниковое телевидение пока не только конкурируют друг с другом, но дополняют и стимулируют развитие друг друга.

UNIT III

TEXT 8. Television news reporters.

A reporter is a type of journalist who researches and presents information in certain types of the mass media. Reporters gather their information in a variety of ways, including press releases, sources (individuals with newsworthy information) and witnessing events. They perform research through interviews, public records,

and other sources. The information-gathering part of the job is sometimes called "reporting" as distinct from the production part of the job, such as writing articles. Reporters generally split their time between working in a newsroom and going out to witness events or interview people.

Television news reporters work with three channels of information: words, pictures, and sound. They have to be attuned to the strengths and limitations of each, and know how to make words, pictures, and sounds work together to tell a story. In its simplest form the TV story shows the reporter standing at the scene and telling the audience what has happened. This reporter monologue is called a standup. Next some videotaped scenes that illustrate what the reporter is talking about, synchronized with the reporter's narration, are added. Then the reporter appears again at the end to wrap up and conclude - another standup.

If you interview a news maker at the scene and edit some of those remarks into the story - these are called sound bites - you've added still more information to this report. It is the judicious mixture of showing the reporter, showing scenes that illustrate what the reporter is talking about, and inserting sound bites to explain what happened that makes a visual story successful.

Compile and edit these elements into one master videotape and you have what is called a package, a self-contained story on videotape or disk with its own beginning, middle, and end. Some reports will be done live from the scene or source. That means reporters must be selective about the informational value and timeliness of the visual material. They pursue different angles and reactions to that information and then put the story together.

Active Vocabulary

be attuned	быть приспособленным
standup	выступление в прямой передаче
synchronize	совмещать фонограмму с изображением
narration	повествование
news maker	человек, о котором стоит писать, известная личность
edit (v)	монтировать
sound bite	цитата, реплика
insert	вставить
compile	компилировать; собирать
master videotape	контрольная видеозапись
package	готовая программа
self-contained	законченный
angle	сторона, аспект вопроса
pursue	искать, добиваться

EXERCISES

1. Answer the questions:

1. How many channels do television news reporters work with?
2. What does the TV story show in its simplest form?
3. How can a reporter add more information to this report?

4. What makes a visual story successful?
5. In what way can a package be made?
6. Why should reporters be selective?

2. Find the English equivalents in the text. Use them in sentences of your own.

1. каналы информации; 2. появляться; 3. в конце; 4. брать интервью; 5. добавить; 6. иллюстрировать; 7. успешный; 8. информационная ценность.

3. Write questions to go with these answers. Translate the questions and answers into Russian.

1. These are words, pictures and sound.
2. It is called a standup
3. It is the judicious mixture of showing the reporter, showing scenes that illustrate what the reporter is talking about, and inserting sound bites to explain what happened.
4. It is a self-contained story on videotape or disk with its own beginning, middle, and end.
5. It means checking the governor's facts, previous, political or self-interest.

4. Complete the sentences.

1. The reporter monologue is called	a sound bite package a standup
2. The governor holds a morning news	broadcast conference sound bite
3. Compile and edit these elements into one master	story material videotape

5. In the following exercise you are given several situations. Develop them. Pretend that you are very dissatisfied. You are also in a complaining mood so think of all the things you might complain about. Use such phrases as:

be displeased with; be accustomed to; be dissatisfied with; be disgusted with; be bored with; be bad at; be tired of; be good at; be surprised at; be brilliant at; be fond of; be interested in.

Model: The editor told me to go to the fire station and get some kind of a story for tomorrow. I'm tired of covering the fire station news. I'd rather go to a football match.

a) You wanted to get acquainted with a well-known reporter. You met him in the editorial office and had a talk with him. You didn't like the way he spoke.

b) You've read the text about training for journalism in Great Britain. You don't agree with some ideas of the author.

c) You are editor-in-chief of a local newspaper. A boy of seventeen comes to apply for a job. You don't think he will make a good journalist.

d) You are rather an experienced journalist, but you haven't got any diploma in journalism. You have been offered to attend some half-academic and half-

professional courses.

e) Most of the correspondence colleges offer courses in journalism, but learning anything by post is hard, and journalism particularly so. One experienced journalist who was asked about a correspondence course in journalism replied: "You might just as well try to learn surgery by post." That may be a bit strong, but certainly there are many disadvantages in getting into journalism this way. Imagine you're offered a chance to study journalism by post. What would you say?

6. Comment on the following:

- a) It is absolutely essential for a journalist to know a little about a lot.
- b) Journalists are born not made.
- c) An educated man is one who can entertain a new idea, entertain another person and entertain himself.
- d) Edison's formula of success: "Two percent inspiration and ninety-eight percent perspiration."

TEXT 9 Live reporting.

Live reporting involves the most difficulties for reporters. Reporters must be able to think and talk and sometimes even move all at the same time. Live reporting is complicated. The news is breaking on the air. The reporter has to make split-second decisions reporting what is happening, explaining it, and putting it into perspective.

Any reporter who has to do a lot of live reports must have a strong sense of time and timing. Any live report has time limits. Within newscasts the live reports are scheduled to fit into a certain spot. Even if the live reports are segments within a live special, producers give them a length assignment and expect reporters to conform. Satellite live reports are even more strictly timed since satellite time is bought by the minute and often other stations are waiting to use the satellite immediately after the first report is off the air.

Another major skill requirement is being at ease out there in front of your peers, the competition, and the audience.

News directors everywhere said they are extremely leery of live interviews because of the lack of editorial control inherent in the situation. They try to direct reporters regarding whom to talk to and what to talk about. They want reporters to have a sixth sense about an interviewee - what someone is going to say before she or he says it.

Journalists' business is connected with a lot of moving around from city to city, so learning the territory is something most news directors wish their reporters would spend more time doing.

Another little edge goes to those reporters who have some understanding of human nature, the psychology and sociology of human behavior.

A live broadcast attracts a crowd. Sometimes these people are quiet and friendly and just want to watch. More often some want to get into the picture - these are known as "hi moms". Sometimes the "hi moms" make rude gestures or want to play tricks on the reporter after they get on the air. Sometimes the crowd members

don't appreciate the efforts of the TV station at all. They can turn surly, especially if they don't like what the reporter is saying or the spotlight of the news is coming down hard on them, their neighbors, or friends. Here the reporter must have more judgement: The standing rule for the reporters and their crews is to leave a hostile situation immediately.

Over and over again the people who are running the nation's newsrooms talk about the need for a reporter to be “a higher-quality” person.

Active Vocabulary

live reporting	прямой репортаж
on the air	в эфире
split-second	мгновенный
newscast	последние известия
special	отдельная передача
news directors	заведующий отделом новостей
editorial control	редакторский контроль
be scheduled	быть запланированным
conform	подчиняться
be at ease	чувствовать себя непринужденно
peers	люди, равные по положению
leery	недоверчивый, подозрительный
inherent in smth	присущий чему-л.
edge	(разг) преимущество
live broadcast	прямая трансляция
surly	неприветливый, сердитый
hostile	враждебный

EXERCISES

1. Find the English equivalents in the text.

- 1) представлять наибольшие трудности
- 2) чувство времени и своевременности
- 3) иметь временные пределы
- 4) в рамках новостных программ
- 5) рассматривать вопрос в перспективе
- 6) попасть в кадр
- 7) отсутствие редакторского контроля
- 8) характер человека
- 9) поведение человека
- 10) направлять кого-л.

2. Think of your own sentences with the following expressions.

to do a live report - вести репортаж с места события

live coverage - прямая телепередача

(конференции, матча и т. д.)

live recording - запись по трансляции

live interview -интервью в прямом эфире

to be on the air- транслировать по радио или телевидению; выступать по радио или телевидению

to be off the air- не передаваемый в эфир; окончившийся (о радио- и телепередаче)

to go off the air - закончить передачу

3. Work in groups. Ask your partners which of these adjectives describe skills required of a journalist doing a live report best:

Challenging, cautious, certain, leery, friendly, considerate, tactful, tolerant, self-confident, biased, sensible, relaxed, open-minded, sensitive.

Are there any characteristics you would like to add to the list above?

4. Answer these questions:

1. Live reporting isn't complicated, is it?

2. Why is it necessary that any reporter who has to do a lot of live reports should have a strong sense of time and timing?

3. What is another skill requirement?

4. Why are news directors leery of live interviews?

5. Is understanding of human nature, the psychology and sociology of human behavior important for a reporter?

6. What sort of people are called 'hi moms '? Think of a Russian equivalent for this expression.

7. What is the standing rule for the reporters?

5. Render the following text into English.

Репортер - беспристрастный и точный посредник между зрителем и реальностью. Суть профессионального мастерства репортера сводится к трем компонентам:

1) оказаться вместе со съемочной техникой там и тогда, где и когда происходит нечто общеинтересное, общезначимое;

2) вместе с оператором выбрать, зафиксировать, выстроить ряд кадров, который бы дал яркое представление о происходящем;

3) сопроводить кадры лаконичным рассказом, вскрывающим суть видимых событий.

TEXT 10 **First-Hand Reporting.**

Reporters witness things. They watch critically, and listen carefully at events as observers and eyewitnesses. They learn to keep their eyes and ears open. They teach themselves to be attentive, to record what they see and hear. They become skillful at techniques of fact gathering. Most reporters master the art of taking notes, and they devise their own system of abbreviations and other «shorthand» notations and symbols to keep track of what they witness. Also popular with reporters are portable and hand-held electronic devices such as notebooks, laptops, and pen devices. With the pen unit, you use a stylus to write directly onto the computer screen. The device converts your handwriting to print and stores it in conventional computer document form.

Television news organization staff structures vary. Some stations assign reporters to «beats»; others have reporter «specialists» who specialize in a general area such as health, business, politics, and so on. The beat system is a traditional journalis-

tic structure that was set up to assure that someone on the staff was covering important news-producing spots such as City Hall, the courts, etc. The idea of «specialist» implies the reporter has special knowledge or training about a field (like economics), a profession (like medicine), or an institution (like government).

If you are going to be a TV reporter, a number of common things can help you.

Learn the territory. The regular trip from the parking lot through the same door to the same space every day leaves you unprepared to find your way when something unusual happens.

Learn to think like a reporter. Take time to explore and learn the history of the place. Especially learn the location of telephones, computer-access points, electric outlets, stairways, windows where your crew might run a cable, the best place to park a truck. Imagine the day you'll go live, and plan for it - when that moment comes you won't have much time to search out the building superintendent.

Know the people. Get to know the little people as well as the big ones. They say that an army is really run by its sergeants. The same idea is true about most other institutions. If you make friends with them, these people can be valuable sources of inside information.

Know the rules of the game. All public and private institutions, professions, businesses operate under a set of regulations. A good reporter will learn what the rules and resources are. Once you know the rules, you have to be able to explain all these «regulations» to your viewers in language they can understand.

Know the subject matter. You never stop being a student or having to do your homework. You must continue to study. You need to know the nomenclature, the culture, the issues, and the history and background of that world.

Active vocabulary

eyewitness	очевидец, свидетель
keep one's eyes and ears open	быть наготове, начеку
master	освоить что-л.
devise	изобретать
shorthand	стенография
notation	символика, система
keep track of smth	быть в курсе чего-л.
stylus	перо
convert	превращать
store	сохранять, хранить
vary	разниться, отличаться
beat	участок работы (в городе), отдельное задание
conventional	обычный

EXERCISES

1. Read the text and answer the following questions:

1. What are the main techniques of fact gathering?
2. What electronic devices are popular with reporters?
3. In what way do television news organization staff structures vary?

4. Which is a traditional journalistic structure?
5. What does the idea of «specialist» imply?

2. Match the words having the close meaning.

- | | |
|--------------|------------------|
| 1. popular | a. competent |
| 2. carefully | b. fault-finding |
| 3. skillful | c. alert |
| 4. critical | d. favourite |
| 5. attentive | e. cautiously |

3. Match the words with their definitions.

1. a subject or an area of a city that someone is responsible for as their job	a eyewitness
2. someone who has seen smth such as a crime happen and is able to describe it later	b vary
3. to plan or invent a way of doing smth	c devise
4. a fast method of writing that uses special signs or shorter forms	d conventional
5. a system of written marks or signs used for representing subjects such as music, mathematics or scientific ideas	e beat
6. to be different from each other	f notation
7. something considered the usual type	g shorthand

4. Discuss similarities and differences between the «beat system» and «specialist system». When comparing them, use the following phrases:

- a) is very like; is similar to; is identical to; is much the same as; is comparable to; resembles; has a lot in common with....
- b) is quite different from; differs from; bears no resemblance to; has very little in common with; on the other hand; in contrast.

5. Make the synopsis of the text.

TEXT 11 Interviewing

What to Do Before the Interview.

First of all, find out whom you are to see. If you have an assignment, find out as much about the story as you can from the editor, from recent issues of the newspaper, or from other sources. Think carefully about the subject of your interview.

If the subject is unfamiliar to you, read about it in your library, using books, magazines, encyclopedias, dictionaries or other sources of information.

What to Do During the Interview.

Contact the person who is your news source, make a definite appointment; then be sure you keep the appointment!

Carry with you a small pad of paper and several sharpened pencils, so that you can take notes on all the facts, dates, names of persons or places. Check the spelling of all names. Copy exactly any direct quotations which you think you might print. If you confine yourself to writing down important facts in abbreviated form, your news source will not mind waiting while you do it.

In interviewing your news source, be pleasant and courteous. Remember that he is interested in correct and complete coverage of his story.

What to Do After the Interview.

Write your news story immediately, while the interview is still fresh in your mind. In case a question now arises, return to your news source and ask the question. Don't make a habit of this, however. It's a sign that you did not try to understand fully during the interview.

If time and conditions permit, it is good policy to take your finished story to your news source to be checked as to accuracy of facts. But don't expect help in writing the story. Organizing the information and using the correct form is your job!

Question Techniques

A conversation often depends on questions to keep it going in the direction you want it to go. The questioner in a conversation usually controls the conversation. Various techniques may be used to get different sorts of information from different people.

If you are to interview visitors from other countries it is advisable to begin the conversation with some information about the newspaper you represent: *I'm a reporter from the newspaper...; it is a daily (weekly) newspaper; it circulates throughout the whole country; the circulation of the newspaper is about...; our newspaper addresses young people (a wide readership, a serious readership, etc.), those readers who are interested in political problems (scientific problems, problems of art, international problems, etc.).*

Personal questions have to be expressed tactfully. Here are some useful opening expressions we use to lead up to questions:

I wonder if you could help me, I'd like to know...

I wonder if you could tell me...

Do you happen to know...?

I'd like to talk to you about...

I'd like to ask you some questions...

I'd like to get some information...

Do you have time to talk to me now?

Could you tell me something about...?

You may often need to press people to tell you some more details or you may not be satisfied with the answer given. Here are some techniques for getting the extra information you want:

Sorry, but could you explain that in a bit more detail, please?

Could you tell me a bit more about it?

I don't quite follow.

Sorry to press you, but could you tell me...

Let me write that down.

Is that the correct spelling?

How do you spell the last name?

Is there anything else I should know about?

Making an Appointment.

May I speak to...

I'd like to make an appointment with you to clarify some details. Can we meet on Wednesday?

Will it be all right for you if I call you up at six?
Is 2.30 all right for you?
Does three o'clock suit you?
That suits me perfectly.
What time shall we make it?
Are you engaged tomorrow night?
Let me see...

EXERCISES

1. Translate the phrases written in italics (курсивом).

2. Supply the missing formulas of invitation to the following replies.

1. All right. I've got a free evening. 2. That's settled. They say the film is a good one. 3. Nothing would please me more. The weather is exceptionally fine today. 4. I'm afraid I can't. My sister wants me to help her in the kitchen tonight. 5. Yes, I don't mind, if it doesn't take us too long, for I have a date at nine. 6. I'm booked up every day this week. Some other time, perhaps. 7. That suits me very I well. I just wanted to propose the same to you. 8. Most willingly. I like dancing very much. 9. I wish I could, but we have a lecture tonight that I must attend. 10. That's a good idea. I'm told the show is brilliant.

3. Provide a natural conversational context for the following sentences.

Reconstruct the following situation into dialogues.

You have a date with your boy-friend Ned in the park. But when you come to the park at the appointed time he is not there. Instead you find his friend Bill who tells you that Ned was compelled to leave town early in the morning and wouldn't return until the day after tomorrow. He explains the reason. Then Bill invites you to go to the pictures with him. You agree.

4. You are to interview a tutor from Great Britain. He is going to visit your University. Be ready with your questions.

TEXT 12 The anchor ingredient.

The audience is watching anchorpersons and reporters tell the news. Although anchorpersons are not supposed to become emotionally involved in the news they are telling about, they are human. Occasionally they break out of their shells and indicate by some mannerism, facial expression, or remark, what they think about what they have just watched with the audience. Audiences identify with that.

The «personal» dimension is worth closer examination because it is an integral part of the television news communication process. Anchors earn huge salaries and are promoted with flourishes befitting heads of state. They are true national or local celebrities. TV reporters get more recognition than their print colleagues. People wave at them and call them by their first names as they walk down the street. Viewers develop a personal relationship -an empathy- with the anchors who are there in their living rooms every day.

Hundreds of research studies have tried to define the dimensions of this relationship and just how it works. Consultants who advise TV stations on how to increase the size of the news audience have concentrated their research on the viewer-anchor relationship. In general a few things stand out:

1. The audience and the anchorperson are involved in an empathic relationship, the audience has personal feelings about the anchor.

2. The audience respects anchors because they deliver an important commodity - the news.

3. The audience imagines personal characteristics about individual anchors: it looks at them closely and reacts to any change in their appearance, dress, or on-air-conduct.

4. The audience is forgiving about personal frailties - an occasional flub or a bad performance.

5. The audience is not very forgiving about professional failures - repeated mistakes, repeated poor performance, lack of clarity or precision.

6. The audience likes to get the news from people it likes more than it likes getting the news from people it dislikes.

7. The audience feels that it gets the news more clearly from anchorpersons it likes.

8. When things go wrong, the audience is often more likely to blame the news organization the anchor works for than to blame an anchor it likes.

9. The audience develops a very strong loyalty and viewing habit because of the continued presence of a likable anchor.

Network anchors normally assume a detachment from the news accounts they are presenting or introducing. People use different terms to indicate this phenomenon, terms such as noncommittal, detached, neutral, impartial, non-partisan, objective, and the like.

Active vocabulary

anchorperson	телеведущий
identify with	присоединяться к чьему-л. мнению
dimension	масштаб, размер
promote	содействовать, способствовать
flourishes	шумиха
befit smb	подходить к кому-л.
celebrity	знаменитость
stand out	выделяться
commodity	предмет потребления
frailty	недостаток, слабость
flub	(разг.) промах, ошибка, ляп
clarity	ясность
detachment	беспристрастность
noncommittal	ни к чему не обязывающий
impartial	справедливый
nonpartisan	непредубежденный

EXERCISES

1. Translate the following word-combinations into Russian:

- 1) to break out of one's shell
- 2) to be worth closer examination
- 3) an integral part

- 4) to earn huge salaries
- 5) heads of state
- 6) their print colleagues
- 7) call smb by smb's first name
- 8) how it works
- 9) to deliver an important commodity
- 10) personal frailty

2. Find in the text the words which describe or mean the following:

- a) willing to forgive
- b) a famous person, especially someone in the entertainment business
- c) the ability to understand other people's feelings and problems
- d) to be very easy to see or notice by looking or sounding different from other things or people
- e) to be correct or appropriate for someone
- f) something bad or weak in your character

3. Do you agree with the following statements? Give your reasons:

1. Anchors are promoted with flourishes befitting heads of state.
2. They are true national or local celebrities.
3. Viewers don't develop a personal relationship -an empathy- with the anchors and reporters.

4. Make up a list of adjectives to describe a good/bad anchorperson. Can you name a successful anchorperson of some television programme? Explain your choice.

5. Make up 5 questions of different types covering the contents of the text.

UNIT IV

TEXT 13 Training for journalism in Britain, Canada and the USA.

A journalism school is a school or department, usually part of an established university, where journalists are trained. An increasingly used short form for a journalism department, school or college is "j-school". Many of the most famous and respected journalists of the past and present had no formal training in journalism, but learned their craft on the job, often starting out as copy boys/copy girls. Today, in many parts of the world it is usual for journalists to complete university-level training which incorporates both technical skills such as research skills, interviewing technique and shorthand, academic studies in media theory, cultural studies and ethics.

Historically, in the United Kingdom entrants used first to complete a non media-studies related degree course, giving maximum educational breadth, prior to taking a specialist postgraduate pre-entry course. However, this has changed over the last ten years with journalism training and education moving to higher educational institutions. There are now over 60 universities in the UK offering BA (Bachelor of Arts) honours degrees in journalism. Postgraduate courses are more well-established.

The National Council for the Training of Journalists (NCTJ) supervises

the training of journalists in Great Britain. The National Council for the Training of Journalists was set up in 1952 as a result of the recommendations of the Royal Commission on the Press (1949). The Council has representatives from newspaper and journalist organizations and four educational representatives, one nominated by the Department of Education and Science. The aims of the Council include the establishment of standards of qualification for entry into journalism, and the formulation and administration of schemes for the training and education of journalists.

To regulate the training courses around the UK, there are 15 Regional Committees based in different towns. These committees keep in touch with the local education authorities in arranging courses, advise local editors on methods of vocational training and provide the experienced journalists to conduct proficiency tests.

In the United Kingdom, editors often require that prospective trainee reporters have completed the NCTJ preliminary exams. After 18 months to two years on the job, trainees will take a second set of exams, known collectively as the NCE. Upon completion of the NCE, the candidate is considered a fully-qualified senior reporter and usually receives a small pay raise. In the United States and Canada, there is no set requirement for a particular degree (and in the United States licensing journalists would be unconstitutional under the First Amendment), although almost all newspapers, wire services, television news, and radio news operations hire only college graduates and expect prior experience in journalism, either at a student publication or through an internship.

Although their work can also often make them into minor celebrities, most reporters in the United States, Canada and the United Kingdom earn relatively low salaries. A typical starting wage in the United Kingdom is around £12,000, in the USA – \$20,000 annually or less. It is common for reporters to start with newspapers in small towns and take steps up the ladder to larger papers, though The New York Times has been known to hire reporters with only a few years' experience, if they have talent and expertise in particular areas.

Notes

the National Council for the Training of Journalists (the NCTJ) - Национальный совет по подготовке журналистов

the Royal Commission on the Press - Королевская комиссия по делам печати, назначается монархом по рекомендации правительства из числа наиболее авторитетных лиц для изучения какого-либо вопроса и представления рекомендаций правительству

Department of Education and Science - Министерство образования и науки

keep in touch - поддерживать связь

vocational training - профессиональное обучение

proficiency tests - тесты на профессиональную пригодность

EXERCISES

1. Read the text and translate it into Russian.

2. Answer the following questions:

1. What is “j-school”?
2. What organization supervises the training of journalists in Great Britain?
3. What are the aims of the Council?
4. How are the training courses regulated around the UK?
5. Who conducts proficiency tests and supervises vocational training?
6. Are there any requirements for a particular degree in GB, the USA and Canada?

3. Explain the following.

Experience keeps no school, she teaches her pupils singly.

4. Supposing you participate in the telebridge between English (or American) and Russian students.

- a) What questions would you ask the audience of the other side to find out something about their interests, their tastes and outlooks?
- b) What questions do you think the English (American) students might ask you?
- c) Act out a conversation imitating that of a telebridge.

5. Read the following information, use it in covering the topic *Training for journalism*.

Top journalism schools.

Britain's centre of journalism education is the highly-regarded School of Journalism, Media and Cultural Studies at Cardiff University which was founded in 1970. The results place the School in the top three of 47 UK institutions in the fields of communication, cultural and media studies, based on the volume of staff working at a world-leading level. The London School of Journalism (LSJ) is an independent and highly acclaimed institution with well-recognized programs in Journalism and writing. London's City University, Sheffield and Kingston University also have well-respected journalism departments.

In Russia, the Moscow State University Faculty of Journalism is the leading journalism school. The majority of textbooks on journalism in Russian were written by MSU scientists.

In the United States the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) has awarded accreditation to 109 university and college programs of study in journalism and mass communications. America's most prominent journalism programs are considered those at Columbia University, Ohio University, University of Kansas, University of Georgia etc.

TEXT 14 **Kurgan State University.**

Kurgan State University is one of the most popular educational establishments in Kurgan. The University was founded in 1996 on the basis of two institutes.

Our university has 3 main departments: Extra-mural (or correspondence), Preparatory and Day-time departments. Students of the Extra-mural de-

partment get higher education without leaving their jobs. The Preparatory department is for people who want to refresh their knowledge before entering the University. At present there are ten faculties at the Day-time department: the Faculty of Philology; Economic Faculty; Mathematics & Information technologies Faculty; Nature Science Faculty and many others. Each faculty has a number of specialized departments and is headed by a dean.

The full-time course lasts for 5 or 6 years. The curriculum consists of the practical studies, lectures and seminars. The students study native and foreign languages, history, mathematics, psychology, philosophy, physical training, and so on. There are a great number of lecture-halls, assembly-halls, labs, reading-rooms, gymnasium-halls and libraries at the University. Students' research societies take part in the scientific conferences, which take place once a year. Numerous sports competitions take place at the University.

Welcome to the Department of Journalism Kurgan State University.

Educating journalists at Kurgan State University started in the 1990s with the opening of the corresponding specialization at the Faculty of Philology. In 2005 the speciality "Journalism" was opened and the Department of Journalism was established at Kurgan State University. Kataitseva N.A. became the head of the Department.

At present the speciality "Journalism" is one of the most popular specialities at our University. The students are trained to be reporters: finding information and checking facts, having contacts with newsmakers, writing and editing news, making scripts and layout. Some leading specialists in journalism from St Petersburg and Ekaterinsburg have been invited to lecture at Kurgan State University. The students study such specialized disciplines as history of journalism, theory and methods of journalistic creativity, mass-media techniques and technologies, introduction to journalism, PR and advertising, etc. Practical classes and creative workshops are conducted by the best Kurgan journalists Doumchev A.V., Shalai V.V., Portnyagin V.I., Ovchinnikova E.A., Pirozhkova O.V., Dedov A.N. and other specialists.

After general educating programs in journalism the students can choose one of the two specializations for profound preparation, such as PR or TV and radio broadcasting. The students have their internship at publishing agencies, on the radio and TV as well as at the informational and PR agencies, press-centres; they also take part in different conferences. Many students successfully combine their study with practical activities in the sphere of the mass media. Upon the graduation from the University the students are qualified as journalists. They can work as employees at mass media agencies, at publishing houses, information and advertising agencies and in press-centres.

EXERCISES

1. Answer the questions:

1. What made you choose Kurgan State University rather than another higher educational institution? Give your reasons.
2. What subjects are included in the curriculum at your Faculty? What subject is the most interesting; the least interesting for you?

3. Was it easy for you to get accustomed to the University system of lectures and seminars after the school system? Do you often work at the University library?

2. Read the following proverbs. Match them with their Russian equivalents. Make short stories to illustrate them.

1. Live and learn. 2. Little knowledge is a dangerous thing. 3. To know everything is to know nothing. 4. Knowledge is no burden. 5. One man's fault is another man's lesson. 6. Repetition is the mother of learning. 7. Failure teaches success. 8. No man is born wise or learned.

1. Неудачи учат успеху. 2. Век живи, век учись. 3. Повторение - мать учения. 4. Недоученный хуже неученого. 5. Мудрецом и ученым не рождаются. 6. Знания на плечи не давят. 7. Знать все - значит ничего не знать. 8. На ошибках учатся.

3. Read the following extract and discuss it.

What Are Universities For?

The primary and central purpose of the university is the search for knowledge and fundamental understanding in all intellectual disciplines and the transmission of that knowledge and understanding. It has also been a function of universities to give to young people an education designed to develop their capacities, the ability to judge evidence critically, to develop independence of mind, the ability to communicate, curiosity, reasoning power and factual accuracy. The important thing on the one hand is to educate intellectually mobile specialists capable of renewing and endlessly adapting themselves to new problems and, on the other hand, to organize co-operation on specific problems between specialists. To meet these varying needs, the University of Kurgan divides its training into two parts: the first three years are devoted to basic education of a rather general and fundamental nature, and the last two years to specific research work, together with the preparation of a diploma paper. It tries, moreover, to give its students a civic and social formation which will enable them to be aware (осознавать) of the problems facing society and have a wish to solve them.

4. Read the questions and answers. Translate them into Russian. Be ready to reproduce them. Give information about yourself.

-When did you go to University?

-I finished school and started university straight away.

I went to university in ...

I was 18 when I started university.

-What year are you in?

-I'm in my third year.

I'm a third-year student.

-What's your subject? What are you studying?

-I'm doing (studying) journalism. I'm a student of....

-How many students do journalism at Kurgan State University?

-I don't know exactly. I suppose there must be about...

-How many students does your faculty take in every year? How many students are admitted to your faculty every year?

-About...

-What students have the right to get a grant?

-Those who do well.

-What sort of grant do you get- basic, supplementary or are you on a scholarship (именная стипендия)?

-What do graduates from your faculty go on to do?

-What do you want to do when you graduate?

-The basic one.

-Some become correspondents, some go on to do research in philology.

-I'd like to... I'm going to...

UNIT V

Read and translate the text.

TEXT 15 News style.

News style (also journalistic style or news writing) is the particular prose style used for news reporting. News style encompasses not only vocabulary and sentence structure, but also the way in which stories present the information in terms of relative importance, tone, and intended audience.

News writing attempts to answer all the basic questions about any particular event in the first two or three paragraphs, the Five Ws. This form of structure is sometimes called the "inverted pyramid," to refer to decreased importance of information as it progresses. The inverted pyramid structure enables sub-editors and other news staff to create space for ads and late-breaking news simply by cutting items ("throw-aways") from the bottom.

News stories also contain at least one of the following important characteristics: proximity, prominence, timeliness, human interest, oddity, or consequence.

Terms and structure.

Journalistic prose is explicit and precise, and tries not to rely on jargon. As a rule, journalists will not use a long word when a short one will do. They use subject-verb-object construction and vivid, active prose. They offer anecdotes and metaphors, and they rarely depend on colorless generalizations or abstract ideas. News writers try to avoid using the same word more than once in a paragraph (sometimes called an "echo" or "word mirror"). Here are some structural elements of a story.

Headline - the head of a story, in newsman's jargon.

Subhead - a phrase, sentence or several sentences near the title of an article or story.

The most important structural element of a story is the lead or "intro" (in the UK) - the story's first, or leading, sentence. It is a "brief, sharp statement of the story's essential facts. The lead is ideally 20-25 words in length.

Nut graph (billboard) - one or more paragraphs, particularly in a feature story, that explain the news value of the story.

1. What is implied under the term «news style»? Find the definition in the text.

2. Explain and expand on the following.

the Five Ws

the 'inverted pyramid'

subject-verb-object construction

'echo' or 'word mirror'

headline (or hed)
subhead (or dek)
lead or 'intro'
nut graph
"throw-aways"

TEXT 16 NEWS WRITING.

A main focus of this part is on how to combine good voice-over (V/O) writing and video pictures. The idea is to combine words and pictures into a story in which the words and pictures are purposely created and edited to synchronize with and complement each other.

This kind of writing is challenging. Often other ingredients besides text and pictures are folded into the story mix to make the story more interesting and informative to give it impact and realism. These may include natural sound standups, sound bites, graphics, and other embellishments.

Simplicity- in a conversational style.

Broadcast news copy should be written with an eye and an ear for simplicity and in a writing style that is conversational. A lot of basic advice is available about these two fundamentals.

1. Write Short, Direct, Simple, Declarative Sentences.

The short sentence is the bread-and-butter writing tool for broadcasting. But experienced writers know that news stories consisting entirely of short sentences tend to sound choppy and singsong when read aloud. Long sentences with dangling phrases, clauses, and attributions make the story difficult to read aloud and difficult to grasp.

2. Use the Active Voice.

Because of the conversational nature of broadcast news, because of the immediacy of broadcasting news writers show a preference for the active voice over the passive. In the active voice the subject of the sentence takes the action. In the passive voice, the subject of the sentence receives the action.

3. Use Contractions.

Well-placed contractions will help make your story sound more conversational when read aloud by giving it a sense of ease and flow. Contractions brighten everyday conversation.

4. Be Extra Careful with Names.

People are likely to miss the first few words of a story. Thus writers avoid beginning a report with any crucial information such as a person's name or indeed with any proper noun. This is why we hear an item begin with a statement, which is then followed by its attribution.

5. Be Wary of Numbers.

Numbers are especially difficult for the viewer to grasp. The general rule is to round off a number unless the exact number is significant. Some helpful rounding terms are: about, just over (or under).

Another technique is to write the number into the text twice, first as an approx-

imation (rounded), then as the exact figure. You would do this where the exact figure is important.

Notes

voice-over (V/O) - голос за кадром
complement - дополнять
key - приводить в соответствие
mesh - сцепляться, соответствовать друг другу
dangling - (*грам.*) обособленный
attributions - определение
be wary of smth - остерегаться
round off - округлять

EXERCISES

1. Render the following sentences in your own words.

As a rule, journalists will not use a long word when a short one will do. The short sentence is the bread-and-butter writing tool for broadcasting. Often other ingredients besides text and pictures are folded into the story mix to make the story more interesting and informative to give it impact and realism. Broadcast news copy should be written with an eye and an ear for simplicity and in a writing style that is conversational. News stories also contain at least one of the following important characteristics: proximity, prominence, timeliness, human interest, oddity, or consequence.

2. Rewrite this text in a form of an instruction.

UNIT VI

TEXT 17 Advertising & PR.

Advertising is a powerful educational tool capable of reaching and motivating large audiences.

Virtually any medium can be used for advertising. Commercial advertising media can include wall paintings, billboards, printed flyers, cinema and television adverts, web banners, mobile telephone screens, shopping carts, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logojets"), taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, stickers on apples in supermarkets, the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts.

The TV commercial is generally considered the most effective mass-market advertising format. The majority of television commercials feature a song or jingle that listeners soon relate to the product. *An infomercial* is a long-format television commercial, typically five minutes or longer. The word "infomercial" is a combination of the words "information" and "commercial". Its main objective is to create an impulse purchase, so that the consumer sees the presentation and then immediately buys the product through the advertised toll-free telephone number or website. Infomercials describe, display, and often demonstrate products and their features, and commonly have testimonials from consumers and industry professionals.

Radio advertising is a form of advertising via the medium of radio. Print advertising describes advertising in a newspaper or a magazine. Online advertising is a form of promotion that uses the Internet for the expressed purpose of delivering marketing messages to attract customers. One of the examples of online advertising is E-mail advertising. It is known as "e-mail spam".

There have been increasing efforts to protect the public interest by regulating the content of advertising. Advertisers, advertising agencies and the media agree on a code of advertising standards that they attempt to uphold. The general aim of such codes is to ensure that any advertising is "legal, decent, honest and truthful".

Public relations is the practice of managing the communication between an organization and its publics. Common activities include speaking at conferences, working with the media, and employ communication. It is something that is not tangible (осязаемое); this is what sets it apart from advertising. PR can be used to build rapport (взаимопонимание) with employees, customers, investors, voters, or the general public.

Public relations and publicity are not synonymous, but many PR campaigns include provisions for publicity. Publicity is the spreading of information to gain public awareness (осведомленность) for a product, person, service, cause or organization, and can be seen as a result of effective PR planning.

EXERCISES

1. People can find good and bad features in advertising. What do you think these features are? Read the information below and separate the ideas into two columns for good and bad points.

1. Give true information; do not talk about the products' defects; make you buy one thing instead of another; (are) misleading ; show life unrealistically; put pressure on consumers; famous people endorse (рекламируют) products; teach you how to get the best value for your money; (are) truthful; help you choose best products; help to improve your taste; (are) impossible to check; (are) creative/informative/silly/annoying/clever/ funny; full of humour/fantasy; convince people to buy things they don't need; present an honest, realistic image of a product.

2. Name as many goals of advertising as you can and give examples of how they can be achieved.

3. Cut out (or copy) two recent advertisements: from a magazine or a newspaper. In each case, indicate which needs the ads are appealing to.

4. This is an advertisement for a new TV programme called "Wise Up". Read it and design an ad of your own. Think of the text for it. Attach photos or pictures.

1. "Don't miss "Wise Up", starting tomorrow on Channel 4. It's a great new programme - and it's all about YOU! The show is presented by kids, for kids, and will be travelling up and down the country to find out what young people really think about things that affect them. From passions for fashions to pocket money problems, "Wise Up" is on the case. Tune in on Sundays at 10.15 am".

2. Your boss says to you: "We don't need to use an advertising agency. They cost too much and we can do ourselves anyway." What arguments can you develop to support the use of an agency?

5. Advertising, public relations, publicity. Differentiate. Use the following definitions.

Реклама - процесс донесения информации от рекламодателя до целевой аудитории посредством медиа-каналов или иными способами.

PR - технологии создания и внедрения при системах конкуренции образа объекта (товара, услуги, фирмы, бренда, личности) в ценностный ряд социальной группы, с целью закрепления этого образа как идеального и необходимого в жизни.

Паблицити - популярность, известность товаров или услуг, формирующихся под действием рекламы и информации в СМИ, информации из других источников, таких как письма, рассылка, отправка пресс-релизов, выставочная деятельность, раздача флайеров и других маркетинговых мероприятий.

Основное отличие паблицити от рекламы - бесплатность. К паблицити можно отнести проведение какой-либо компанией благотворительных акций.

6. Read the text. What is it about? What is your variant of the title? How many parts does the text consist of? What is each part about? Define the key sentence of each paragraph.

Advertising is a form of communication intended to persuade its viewers, readers or listeners to purchase or to consume the particular brand. Modern advertising developed with the rise of mass production in the late 19th and early 20th centuries.

The advertising business is composed of two main groups - advertisers and agencies. The advertisers (or *clients*) are the companies that advertise themselves and their products. Advertisers range in size from small independent stores to huge multinational firms and in type from small industrial concerns to large service organizations. Assisting them are the advertising agencies that plan, create, and prepare advertising campaigns and materials for the advertisers. In addition to these two groups are the media, which sell time (electronic media) and space (print media) to carry the advertiser's message to the target audience. And finally, there is another group known as the suppliers. These include the photographers, illustrators, printers, typesetters, video production houses, and many others who assist both advertisers and agencies in the preparation of advertising materials. Creative people - artists, writers, and photographers - are employed by the advertising companies to produce the ads. Product engineers and designers often make recommendations and provide information about competitive products.

Company presidents and other top executives, who are naturally interested in how their company or product is portrayed, are also involved in advertising decisions. Sales and marketing personnel frequently provide input to the creative process, assist in choosing the advertising agency, and help evaluate proposed advertising programs.

7. Choose any problem you are interested in and make a 5-minute report in class. Refer to different additional sources to make your report instructive and informative.

8. Summarize the information to be ready to speak on Advertising. Be-

gin your work with writing a plan.

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АНГЛИЙСКИЙ ЯЗЫК

Практикум по развитию навыков устной речи
для студентов 1-3 курсов филологического факультета,
обучающихся по специальности «Журналистика»

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