

Владимирский государственный университет

АНГЛИЙСКИЙ ЯЗЫК
ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЕ
ОБЩЕНИЕ

Учебное пособие для студентов
направления подготовки «Журналистика»

Владимир 2026

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имени Александра Григорьевича и Николая Григорьевича Столетовых»

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PREFACE

Издание представляет собой продолжение учебного пособия «АНГЛИЙСКИЙ ЯЗЫК. Основы профессии», вышедшего в 2024 году, и предназначено для студентов направления подготовки «Журналистика», для которых освоение специальной англоязычной лексики открывает возможности профессионального общения.

Материал пособия ориентирован на формирование языковой компетенции в сфере профессиональной коммуникации. Авторы считают целесообразным начинать работу с пособием после того, как студенты усвоят базовые основы английской грамматики, значительное количество общеупотребительной лексики и базовую лексику профессиональной направленности.

При подборе материала были учтены следующие принципы:

1. Аутентичность текстов, заимствованных из современных британских и американских источников, интернет-источников, дающих полное представление о профессиональной деятельности журналистов.

2. Работа над материалом в двух плоскостях: выделение специальной терминологии на основе ее функциональной значимости и развитие коммуникативных навыков.

Пособие содержит пять тематических разделов («Structure of news articles»; «Reading news articles»; «Reading other types of articles»; «Interview-based articles»; «Law and Mass Media») и тексты для внеаудиторного чтения («Supplementary reading»), отражающие профессиональную сферу и тематику общения. Каждый раздел состоит:

– из предтекстового вводного задания, направленного на выявление знаний по определенной тематике;

– аутентичного основного текста и вокабуляра, который содержит слова и выражения, необходимые для составления связного высказывания на заданную тему;

– послетекстовых заданий, нацеленных на проверку понимания прочитанного и контролирующих степень сформированности умения использовать полученную информацию;

– итогового задания, предполагающего самостоятельную работу студентов (подготовка презентаций, докладов, проектных работ).

Пособие может быть использовано как для аудиторной, так и самостоятельной работы студентов.

Информативная ценность текстов и их профессиональная направленность дают возможность подготовить будущих специалистов к практическому использованию иностранного языка в профессиональном общении.

UNIT 1

STRUCTURE OF NEWS ARTICLES

Text 1

WHAT IS NEWS?

VOCABULARY

agency	агентство, представительство
art of news-gathering	искусство сбора информации
background	задний план, фон: кинообстановка, место действия, предметы или действующие лица, расположенные в глубине кадра; подоплека
background music	музыкальный фон
background noise	посторонний шум
correspondent	корреспондент
district correspondent	районный корреспондент
news agency	информационное агентство
news-gatherer	репортер
priority	приоритет, порядок очередности
roving correspondent	разъездной корреспондент
special correspondent	специальный корреспондент
staff correspondent	штатный корреспондент
the topic of the day	злободневная тема
topical (<i>adj</i>)	актуальный, тематический
topical (<i>n</i>)	документальный фильм, хроникальный фильм, кинорепортаж
topically (<i>adv</i>)	актуально; тематически
topicality (<i>n</i>)	актуальность
war correspondent	военный корреспондент
wire news agency	телеграфное агентство

READING

Read the text for general information.

The nature of news is a favourite subject of discussion among journalists. Some place the emphasis on one aspect, some on another but it is generally agreed that the essence of news is topicality, novelty and general interest. To be news an item of information must have a bearing on the affairs of the moment; it must arouse the interest of a considerable number of those hearers or readers. Items, which possess these qualities to a marked degree, are often spoken of as “hard” news, and are given priority by those who select and arrange the contents of the paper.

The art of news-gathering calls for a highly developed sense of news values. To acquire this sense the journalist must have a wide acquaintance with men and affairs, a sound educational background and a very considerable stock of general knowledge. For it is only thus that he will be able to distinguish what is new from what is already known, and what is of topical interest from what is of little concern to the majority of his readers. Moreover, this knowledge he must keep constantly up to date by being himself an assiduous reader of newspapers and magazines.

Above all, he must have his finger on the pulse of current thought and public opinion; he must be aware of what the great mass of men and women around him are thinking and feeling; he must never lose “the common touch”, for although he himself may move in a circle whose interests are specialized, what he writes must appeal to the man in the street.

The collection of news has become a highly organized business. There is hardly a corner of the world today, which is not covered by the gigantic network of news-gatherers employed by the local and national newspapers and the great news agencies.

Very briefly, the system operates thus. Local news is collected by the reporters and district representatives of provincial newspaper, and by the local staff correspondents of the national dailies. Events of national importance are covered by staff reporters of the national dailies and by special correspondents of both the national and provincial Press.

In addition, home news is reported by district correspondents of the news agencies, notably the Press Association, the Exchange Telegraph and by Central News. Foreign news is gathered by Reuter’s news agency and by

the foreign correspondents employed by the national dailies and some of the larger provincial papers. Items of interest to particular sections of the community (e.g. trade and technical news) are gathered by a number of smaller news agencies operating in different parts of the country.

AFTER READING

Task 1. Read the sentences, which follow, and decide whether they are true or false. Correct them in accordance with the text and express your own opinion on the problem. Use the following phrases to express your agreement or disagreement.

Agreement

I think so.

I believe so.

I suppose so.

That's right.

That goes without saying.

Same here.

Disagreement

I don't think so.

I'm afraid not.

I hardly think so.

I don't quite agree with the author here.

On the contrary.

1. The nature of news is never discussed among journalists. 2. To be news an item of information must have nothing to do with the affairs of the day. 3. It is generally agreed that the essence of news is topicality, novelty and general interest. 4. To be news an item of information must appeal to a small audience. 5. "Hard" news is news, which does not arouse any interest of readers and hearers. 6. Journalists usually give priority to such news, which has no bearing on the affairs of the moment. 7. "Hard" news is given priority by those who select and arrange the contents of the newspaper. 8. A highly developed sense of news values is of paramount importance for journalist. 9. Any beginner possesses a highly developed sense of news values. 10. To acquire a highly developed sense of news values one must be an assiduous reader of detective stories. 11. The journalist must have a considerable stock of knowledge and a sound educational background. 12. News should be of little concern to the majority of the readers. 13. The journalist

must keep his knowledge constantly up to date by reading newspapers and magazines. 14. What a journalist writes must appeal to those whose interests are specialized. 15. Events of national importance are covered only by the national press. 16. Local news is covered by foreign correspondents. 17. Foreign correspondents are employed by small town papers.

Task 2. Give Russian equivalents for the following:

to be a favourite subject of discussion; to place the emphasis on something; it is generally agreed; topically, novelty and general interest; the essence of news; to have a bearing on the affairs; to possess some qualities; to a marked degree; to give priority to something; to select and arrange the contents of the newspaper; to acquire a highly developed sense of news values; to have a wide acquaintance with; a sound educational background; a considerable stock of general knowledge; to be of topical interest; to be of little concern; to be aware of something; to appeal to; the collection of news; a highly organized business; district representatives of provincial newspapers; local staff correspondents of the national dailies; above all; in addition to; home news; news agencies; foreign news.

Task 3. Explain in English what is meant by:

1) a favourite subject of discussion; 2) news of general interest; 3) to have a bearing on the affairs of the moment; 4) “hard” news; 5) an assiduous reader of newspapers; 6) not to lose “the common touch” with people; 7) events of national importance; 8) a man in the street; 9) a news agency; 10) a national daily.

DISCUSSION

Discuss the following topics:

- The nature of news.
- The art of news-gathering.
- The collection of news.

Text 2

THE ELEMENTS OF A NEWS ARTICLE

READING

Read the text and be ready to discuss it.

The important information in a news article is highlighted by the following elements:

Headline: It catches your eyes and sums up the story. It is usually in larger font and often bolded. **“SHANTOYA WINS \$50 MILLION!”**

Byline: This tells you who wrote the article and sometimes gives you the journalist’s specialty, for example, “Science Reporter”.

Placeline: It tells you where the story originated.

Lead: This gives the most important information very briefly (usually who, what, when and where).

Body: It supplies additional information. It is divided into small paragraphs.

Facts: Every news article includes simple, true statements about what happened, such as “The flooding set the building’s security system off at 5:15 a.m.”

Quotations: These retell, word for word, what someone actually said. Usually these quotations come from witnesses at the scene, or experts on a subject.

How to Identify Parts of a Newspaper Article

Many people use the newspaper as a daily source of information and current events. A newspaper has the task of informing and entertaining, often simultaneously. A basic article contains standard components that make up the entire article. Students learning about newspapers, or learning how to write a newspaper article, must learn to identify parts of a news story. With these separate parts, an article will catch the reader’s attention and provide the important details, presenting a well-rounded and complete piece of information.

Locate the *headline* of the article at the top, above the body of the article. This is usually in bold face and slightly larger font. A headline contains a concise statement that sums up the article topic.

Find the *byline*. The byline states the author or reporter who wrote the article, usually in a small font. The byline usually appears immediately below the headline, between the headline and the body of the article.

Discover the *lead paragraph*. This is the ‘hook’ that captures the reader’s attention. The lead paragraph – two or three sentences – typically gives the main information about the subject, including who, what, when, where why and how.

Read the *explanation* following the lead paragraph. The explanation adds more details to the lead paragraph information. This includes supporting information and quotes that flesh out the lead paragraph, giving it more substance. The purpose of the explanation is to provide the remainder of the most relevant information.

Recognize the *final part* of the newspaper article, the additional information. This portion of the article contains the least important information pertaining to the event or subject. The author might add details about history or other events connected with the subject in these paragraphs. If the article becomes too long, the additional information is simple to remove without affecting the rest of the article.

AFTER READING

Task 1. Answer the questions.

1. What are the main elements of the article? 2. Where is the headline of the article located and what information does it contain? 3. Where is the byline located and what does it state? 4. What information does the lead paragraph typically give? 5. What is the explanation and what does it include? 6. What is the final part of the newspaper article?

Task 2. Identify all parts and elements of the following article.

UK travel red list to include Malawi, Mozambique, Zambia and Angola

Andrew Gregory, Health Editor
Sat 27 Nov 2021 16.04 GMT

From 4am on Sunday, UK and Irish residents returning to England must isolate in an approved facility for 10 days.

Non-UK and non-Irish travellers will be barred from entering England if they have travelled to any of the listed countries in the last 10 days. Photograph: Charles Stirling (Travel)/Alamy

Britain is to add four more countries to its red list, health officials have announced, after two cases of the Omicron coronavirus variant were detected in the UK.

After fresh advice from the UK Health Security Agency (UKHSA), Malawi, Mozambique, Zambia and Angola will join the travel red list from 4am on Sunday.

Travellers who have returned from these four countries in the last 10 days must isolate and get a PCR test, officials said.

The Guardian understands the UKHSA is now following up on recent arrivals from these countries. Ministers have not ruled out adding further countries to the red list.

Sajid Javid, the health secretary, said: “We will do all we can to protect the UK public against this emerging threat and that is why we are surging testing capacity to the impacted communities and introducing travel restrictions on a further four countries: Malawi, Mozambique, Zambia and Angola. We will not hesitate to take further action if required.”

From 4am on Sunday, non-UK and non-Irish residents who have been in Malawi, Mozambique, Zambia and Angola in the previous 10 days will be refused entry into England, officials said. This does not apply to those who have stayed airside and only transited through any of these countries while changing flights.

UK and Irish residents arriving from 4am on Sunday must isolate in a government-approved facility for 10 days. During their stay, they will be required to take a PCR test on day two and day eight.

South Africa, Botswana, Lesotho, Eswatini (formerly Swaziland), Zimbabwe and Namibia were added to the UK’s travel red list on Thursday and passengers arriving in the UK from these countries from 4am on Sunday will be required to book and pay for a government-approved hotel quarantine for 10 days.

(The Guardian)

Text 3

NEWS STORIES: SOMETHING HAPPENED

READING

Read the text and be ready to discuss it.

One reason news stories are easier to understand than most other kinds of reading material (features, editorials, opinions, etc.) is that they almost always tell basically the same story. News stories are essentially “something happened” stories. There are a few variations, of course, but not that many. This list covers most of them:

- Something happened.
- Something is happening.
- Something is going to/is expected to/might happen.
- Someone said something happened.
- Someone said something is happening.
- Someone said something is going to happen, etc.
- Someone said something should happen.
- Someone said something should not have happened.

Look at some news stories in any English newspaper and try this idea out. You can usually tell what kind of a story it is just by reading the headline and the lead (first one or two paragraphs).

Not in chronological order: conclusion first, details later

News stories seldom describe events in the order in which they happened (chronological order). News writers know their readers have limited time and they want the latest or most significant developments (the news) first, so newspaper stories are usually written in an inverted-pyramid style. This means that the basic facts, the conclusion, the lead, etc., come first. As you move through the story, more and more details and background is provided. Thus, news stories are the direct opposite of fairy tales. Compare, for example, the opening of a typical children’s story with the same story might be told in a newspaper.

1. TO A CHILD

Once upon a time In a far-away land, there lived a beautiful But lonely princess
High in her hilltop castle...

2. TO A NEWSPAPER READER

DRAGON SLAYER WEDS PRINCESS Sir Raymond, conqueror of the fearsome Merlin Island Dragon, married Princess Melanie yesterday in a joyous ceremony Attended by thousands.

An inverted pyramid style is different than much writing where you build to a conclusion, putting together details and background before explaining what the results are. This type of writing came about in newspapers for a variety of reasons. First, in the days of the telegraph, the whole story took a long time to transmit, and starting with the main information (“The battle was lost, 940 killed”) was more important for getting on press immediately than the details (“Our soldiers crossed the bridge at dawn with fresh supplies...”). Secondly, it made it easier for the layout people to fit the story in the available space, since they could just cut off the end. Finally, it also made it much better for had differing amounts of time to read and was awaiting the main information. Thus, a big advantage with the news story is that you don’t have to read very much of it to find out what it is about and, consequently, you can decide very quickly if you want to read it. In the example below the first paragraph, the lead, consisting only of 22 words presents the basic information. The goal is to be short, but not too short. Leads in a traditional new story are informational. The summery lead is widely used on radio and TV newscasts because it enables the broadcaster/anchorperson to give the facts concisely in the brief time allocated. To develop the technique of writing summery of inverted pyramid leads, you can pretend that only 50 words have been allocated for the entire story. Those 50 words must summarize the vital points, since the reader will get no additional information.

The Style of the News Story

Most news stories have a very clear style. They give the main points at the top in the headline and the lead paragraph(s). The body of the story then adds details, statements and comments from people involved in the story, plus any background the writer feels is necessary. This means you get at least three chances to understand the main points of the story. We say “at least” because some stories have accompanying pictures and captions (text

explaining the pictures) as well. Each of the three main parts of the news story (the headline, lead and body) has its own distinctive style and content.

DISCUSSION

Discuss the following:

- The main purpose of news stories.
- The difference between chronological order style, inverted pyramid style and clear style.

WRITING

Write an example of fairy tale in the style of news story for adults.

Text 4 HEADLINES

READING

Read the text and be ready to discuss it.

The purpose of a headline is to summarize the news content of an article in a few words. The headline should report the topic and perhaps the main fact, accurately. It should also present the information in an interesting way so that the reader is encouraged to read the article itself. The kinds of news that appeal to readers of one newspaper may differ widely from those of a competitor. But all headlines include one or more of the following elements that attract a reader's interest: newness or unusualness, personal relevance or consequences, and emotions. Sometimes one headline is not enough to summarize the important information, so a second headline, in smaller letters, is added below the first. It's called sub-headline.

Note that when you are reading a newspaper, you will find that much news in the headlines is repeated in the article. Thus you see them in a larger context in the article and can understand their meaning more easily than in a brief headline. There are two types of headlines. Most news stories use sentence headlines although they may be shortened by omitting certain words, as you will see later. Many feature stories and some very short news

stories use phrase headlines or titles that leave out the verb. Here are some examples of both:

1. Sentence headlines:

- Police rescue 12 divers as launch sinks off Bali.
- Pen manufacturers still see good future for luxury pens.

2. Phrase headlines:

- Getting in touch with the spirits.
- Heroism and cowardice at the “Top of the World”.
- Reward for tracing suspect.

The grammar of sentence headlines: almost all sentence headlines in the majority of newspapers use the present tense – despite the fact that they generally describe past events. The present tense gives the subject a sense of freshness and immediacy, making it more interesting to read. The news is only news, when it is fresh, immediate, and current. There are some exceptions, of course. Sometimes past events are reported in the past tense, as in this headline (19hrs. after deadline, the war began). Sometimes you may come across a future tense – as in this headline (4 large corporations will reduce emissions that harm ozone layer) is not usually used for future events. Instead, the present tense form “is to + verb” (“are to + verb) is used with the future meaning (Liz Taylor, 8th husband [are] to be married this week). Present tense headlines are sometimes written in the passive voice (Westchester Mayor is stabbed by angry voter). It is important not to confuse the present tense passive voice in an elliptical headline -when an auxiliary verb is omitted (passive: Mayor stabbed at midnight = Mayor is stabbed at night/ active: Mayor stabbed someone at night).

There are several special verb phrases in headlines that show that the information is a report of what someone else, a source, told a journalist, rather than information that the reporter gathered alone. The source might or might not be named in the news article. American laws protect the identity of a secret source: a journalist cannot be forced to reveal his or her name. The three most common expressions that indicate the indirect reporting described above are: is said to (Westchester mayor said to be near death), is reported to (Weschester mayor is reported to have Mafia connections), and reportedly (Mayor’s birthday party reportedly cost \$25G). Headlines pack

a great deal of information into a limited space, so it is not surprising that headline writers use several methods to conserve space. One obvious example is to use abbreviations (“PM” for “Prime Minister”, etc.). But they also use a special grammar, omitting articles (“a” and “the”) and the verb “to be” wherever possible.

Examples:

Headline	Sentence
Cooperation agreement signed	(A cooperation agreement is signed)
Australian ex-judge sworn in to represent UK queen	(An Australian ex-judge is sworn in to represent the United Kingdom queen)

Be sure to notice that the omission of the verb “to be” can make the headline appear to be in the past tense when it is actually present tense, passive voice.

Punctuation Marks in Headlines

The comma

- Takes place of and (Income, spending up sharply).
- Is used with its normal function of separating words in a list (Massive, Mobile UN Force...).
- Separating phrases (19hrs. after deadline, the war began).

The colon

- Is used after a word or phrase to explain it (Washington prediction: slow growth, no recession).
- Following a name, tells what a person said without quoting their exact words (Junkie: I’ll take test).

Single quotation marks

- Tell what a person said, using their exact words. The whole headline (or subheadline) can be a quotation or just a few words. The speaker can be named in the headline or not (‘The liberation of Kuwait has begun’ – President Bush or Iraqi air force ‘decimated’).
- Are used instead of the name of a person who is not well-known or instead of a thing that has a difficult or technical name (Just 2 years [jail term] for ‘beauty queen’ thief ‘Suicide machine’ takes first life).

Serious journalism requires that the source of quotation be named at the beginning of the article.

AFTER READING

Task 1. Answer the following questions.

1. What is the main purpose of a headline?
2. What way should the headline present the information?
3. Why do they often use a second sentence to headline a newspaper article?
4. Why are many words from the headline often repeated in the article?
5. What types of headlines are usually used in newspapers?
6. Why are verbs in headlines mainly used in a present tense?
7. Are past and future tenses possible?
8. What construction is very frequent to express futurity?
9. What special verb phrases are often used in newspaper headlines not to disclose the source of information?
10. Why do editors often resort to elliptical (some words have been omitted) sentences?
11. What elements are omitted as a rule?
12. What punctuation marks are usually used in headlines?

Task 2. Analyze the following article (find all parts and elements and analyze the headline).

Michigan school shooting: prosecutor explains rare terrorism charge

Joanna Walters and agencies
@Joannawalters13
Sat 4 Dec 2021 08.00 GMT

Parents may also be charged in another unusual move for failing to secure the handgun their son used.



A memorial outside Oxford high school. Photograph: Scott Olson/Getty Images

A prosecutor in Michigan has explained why the teenage suspect in a deadly high school shooting this week was unusually charged with the crime of terrorism, along with four first-degree murder counts and numerous other offenses.

Charges are also being considered against the shooter's parents, prosecutor Karen McDonald said, which would be a rare move in cases of school shootings and would probably be linked to access to firearms.

McDonald, the Oakland county prosecutor, said 15-year-old Ethan Crumbley, who is charged as an adult, had clearly set out to kill or injure as many people as he could during the rampage at Oxford high school in suburban Detroit that left four students dead and seven others, including a teacher, wounded.

"If that's not terrorism, I don't know what is," McDonald told CNN, conceding, "there is no playbook about how to prosecute a school shooting."

Multiple videos from inside the school and other digital evidence, she said, gave investigators a clear picture of Crumbley emerging from a bathroom with a semi-automatic handgun and allegedly beginning to shoot multiple people.

"But you probably don't even need to see that to know how terrifying it is to be in close proximity of another student shooting and killing fellow students. I mean, it's terror," she said.

"Like every other child that was in that building, and I address that about the terrorism charge, we must have an appropriate consequence that speaks for the victims that were not killed or injured but also, they were affected, how do they go back to school?"

McDonald said that as well as families grieving children, and others praying for those still in hospital, "over 1,000 were also victimized as well".

Charges are also being considered against the shooter's parents, James and Jennifer Crumbley, the prosecutor has said. According to authorities, Crumbley's father bought the 9 mm Sig Sauer handgun only four days before the shooting, although it is not known how it came to the suspect's possession.

Such a move would also be rare: according to a Washington Post analysis in March of school shootings, parents or guardians are rarely charged when their child takes and uses an improperly secured weapon. A study by

the Giffords Law Center found that 21 states had no child-access prevention laws for guns.

Of the 105 school shootings since the 1999 Columbine high school massacre that the Post looked at, the weapon used was sourced to relatives or friends in 80% of the cases, yet only four adults faced charges for not locking them up securely.

“Those who do not do that should and will be held accountable,” McDonald said, indicating that charges could be imminent against the parents, who attended their son’s court arraignment on Wednesday via video link. “We have to do better,” McDonald added.

Authorities in Oxford, a township of about 22,000 residents north of downtown Detroit, revealed on Wednesday that the suspect’s parents were called to the school on the day of the shooting to discuss his “concerning behaviors” in the classroom.

Detectives are poring over evidence taken from the scene and the suspect’s home. According to Oakland sheriff’s lieutenant Tim Wills, speaking at the arraignment, that included “two separate videos recovered from Ethan’s cellphone made by him the night before the incident, wherein he talked about shooting and killing students the next day at Oxford high school.” The investigators also retrieved a journal in which Crumbley is said to have expressed an intention to massacre his classmates.

The victims of the shooting have been named as students Hana St Juliana, 14; Tate Myre, 16; and Justin Shilling and Madisyn Baldwin, both 17.

(The Guardian)

Text 5

HEADLINE VOCABULARY

READING

Read the text and be ready to discuss it.

Another way to conserve space in headlines is to use short words instead of long ones. In the example below notice the various ways the headline writer can shorten the headline “MP criticizes dishonest election plan”. An average newspaper uses about one hundred easily-learned short words

in its news headlines. Here are a few of the most common, probe investigate, investigation graft Corruption bid attempt, offer row quarrel or disagreement

There are, of course, many more words of the same kind that you will get acquainted with in the exercises that follow. It will be useful if you make your own list of these words. So, English used in the newspapers headlines (Headlines English) has its own peculiarities, some of the most commonly used features of Headlines English are:

- “be” verb omitted;
- an article omitted;
- a simple present tense verb that refers to a past event;
- an *-ing* form of the verb;
- “to” and a verb to refer to the future;
- a past simple used for the passive voice;
- nominative constructions;
- abbreviations;
- the name of a capital city used to refer to the government of that country;
- three short words often used in headlines allusions (for more on allusions see “Editorials”).

AFTER READING

Certain words are very often used in newspaper headlines because they are short or sound dramatic. Some of these words are not common in ordinary language or are used in a different sense. Headlines also omit certain words and use colloquial expressions, abbreviations and different verb tenses.

e.g.: STAR TO WED (A film star is going to get married)

Task 1. For each of the following headlines find the sentence below which expresses it as it would appear in an ordinary news announcement.

POLLS RIGGED'
CHARGES TWO

(a) Allegations have been made that election results were falsified.

SOUGHT AFTER BREAK-OUT DRAMA	(b) Police raided a house and took possession of jewellery stolen in a recent robbery.
CABINET RESHUFFLE URGED	(c) Police are hunting two men who made a daring escape from prison by helicopter.
SERVICE CHIEFS GAGGED: TWO QUIT	(d) Senior officers of the armed forces have been instructed not to talk to the media and, as a result, two of them have resigned.
GEMS HAUL SEIZED IN SWOOP	(e) Strong appeals have been made to the Prime Minister to take changes in his ministers.

Task 2. For each of the following words, all frequently used in headlines, find the meaning in the list below.

MOVE	(a) to prevent
CLASH	(b) strong request, call for help, appeal
WOO	(c) attempt, to attempt
BID	(d) stop, to stop
FOIL	(e) to prohibit, prohibition
HALT	(f) fighting, argument, conflict, to argue, to fight
OUST	(g) support, to support
QUIZ	(h) to force out of office, remove from high position
PLEA	(i) to run way, escape
BAN	(j) to try to attract
BACK	(k) action, step, to take action
FLEE	(l) to question, to interrogate

Task 3. Express the following headlines in ordinary English.

(a) PEER DIES IN FLATS BLAZE DRAMA

(b) BLAST TOLL RISING: WITNESSES SOUGHT

(c) COMMON STORM OVER DEFENCE CUTS

(d) M-WAY DEATH CRASH: BRITON HELD

Task 4. Analyze the following headlines of an English-Language newspaper issue. How do they attract the reader's interest?

1. Trump pardons Blackwater contractors jailed for massacre of Iraq civilians.

2. Brexit trade deal expected within hours.

3. More data needed before giving vaccine in one dose, says Covid adviser.

4. Model Stella Tennant dies aged 50.

5. Pollution killed nearly 1.7 m people in India in 2019 – study.

6. Turkey sentences journalist Can Dündar to 27 years in jail.

7. White supremacists plotted attacks on US power plants, FBI alleges.

8. Russian MPs backs bills enabling Moscow to block US social media.

9. Lorry drivers clash with police as tensions rise over queues in Kent.

Task 5. Find several headlines in which a past event is referred to in the present tense. Search for several headlines with the passive voice.

Task 6. Give 5 – 7 examples of headlines with the most typical Headlines English characteristics.

Task 7. Analyze the following article (find all parts and elements and analyze the headline).

**Up to 100 feared dead in Kentucky after tornadoes tear
through US states**

Guardian staff and agencies

Sat 11 Dec 2021 14.48 GMT

**State governor says dozens at factory thought to have been killed,
with other incidents reported in Arkansas and Illinois.**



Martin Bolton, left, and shop owner Danny Wagner try to shut off a leaking gas meter after his automobile repair shop was destroyed by a tornado in Mayfield, Kentucky. Photograph: John Amis/Agence France Presse/AFP/Getty Images

Up to 100 people are feared to have been killed after a devastating outbreak of tornadoes ripped through Kentucky and other US states on Friday night and early Saturday morning.

The governor of Kentucky, Andy Beshear, said the state had “experienced some of the worst tornado damage we’ve seen in a long time”. There were reports of at least six fatalities, with officials warning this could rise be much higher as at least 30 tornadoes were reported across six states.

Dozens of people were feared dead at a factory in Mayfield, Kentucky, and rescue workers were also at the scene of an Amazon facility, near Edwardsville, Illinois, where the roof has collapsed.

Speaking about the factory in Mayfield, the Kentucky governor Beshear called the situation “tragic” at a news conference on Saturday morning.

“There were about 110 people in it at the time that the tornado hit it,” Beshear said. “We believe we’ll lose at least dozens of those individuals. It’s very hard, really tough, and we’re praying for each and every one of those families.”

He said: “We believe our death toll from this event will exceed 50 Kentuckians and probably end up closer to 70 or 100 lost lives.”

Kyana Parsons-Perez, an employee at the factory in Mayfield, was trapped under 5ft (about 1.5m) of debris for at least two hours until rescuers managed to free her. In an interview with Today, she said it was the “absolutely the most terrifying” event she had ever experienced. “I did not think I was going to make it at all,” she said.

The US president, Joe Biden, said the tornadoes across the central US were “devastating”. “To lose a loved one like this in a storm like this is an unimaginable tragedy. We’re working with governors to ensure they have what they need as the search for survivors and damage assessments continue,” Biden tweeted.

The storm system has also affected Arkansas, Missouri, Mississippi and Tennessee.

In Arkansas, Craighead county judge Marvin Day told the Associated Press a tornado struck the Monette Manor nursing home in north-east Arkansas at about 8.15pm, killing one person and trapping 20 people inside as the building collapsed. Officials had earlier reported at least two fatalities.

About 90 minutes later the building had been cleared and everyone initially believed to have been inside had been accounted for, but Day said crews still must search the debris for possible additional victims.



*The interior of a church in Mayfield on Saturday.
Photograph: Brett Carlsen/Getty Images*

“It looks like it’s pretty much destroyed,” Day said of the building. “It happens quick but apparently there was a little bit of time with tornado sirens going off.” Some residents were found in the basement “and were prepared for this”, he said.

Five people had serious injuries and a few others had minor ones, he said. The nursing home has 86 beds.

At least one person died at the Amazon facility in Edwardsville, police chief Mike Fillback told reporters Saturday morning. The roof of the building was ripped off and a wall about the length of a football field collapsed.

Two people at the facility were taken by helicopter to hospitals in St Louis, Fillback said. The chief said he did not know how serious their injuries were. Edwardsville is about 25 miles (40 kilometers) north-east of St Louis.

About 30 people who were in the building were taken by bus to the police station in nearby Pontoon Beach for evaluation.

Early on Saturday, rescue crews were still sorting through the rubble. Fillback said the process could take several more hours. Cranes and back-hoes were brought in to help move debris.

“The safety and well-being of our employees and partners is our top priority right now,” Amazon spokesperson Richard Rocha said in a written statement Friday night.

“We’re assessing the situation and will share additional information when it’s available.”

The Illinois governor, JB Pritzker, said on Twitter that state police and disaster officials were coordinating with local officials in Edwardsville, and he was monitoring the situation.

The collapse came as a strong thunderstorm, and possibly a tornado, ripped through the St Louis area. Winds of up to 70mph were reported in parts of St Charles and St Louis counties in Missouri. At least three St Charles county residents were hospitalized and several homes in the area near Augusta, Missouri, were damaged.

Workers at the weather service office themselves had to take shelter as another tornado passed near their office in Weldon Spring, Missouri, about 30 miles west of St Louis. That twister was suspected of destroying

several homes in the Missouri towns of New Melle and Defiance, leaving one person dead and two people injured. The National Weather Service office in suburban St Louis confirmed the death, but no further information was immediately available.

(The Guardian)

DISCUSSION

Questions for general discussion.

- When you pick up a newspaper, do you scan the headlines before choosing an article to read?
- What kinds of articles do you look at first?
- Who are some of the world's leaders in the headlines today?

Text 6

THE NEWS LEAD

READING

Read the text and be ready to discuss it.

1. Finding out what happened

The lead refers to the first (and occasionally the second) paragraph of a news story. In newspapers the lead is usually one information-packed sentence which expands on the story's main point as introduced in the headline. As we mentioned earlier, news stories are basically variations of "something happened". The lead will usually tell you what the "something happened" is. That information is generally found in the subject and the main verb of the lead sentence, so a little knowledge of the grammar of the lead can be very useful.

2. The grammar of the lead

We will focus on single-sentence leads because they are by far the most common. The majority of the leads are simple subject-verb-object sentences with the subject and the main verb appearing together at or near the beginning of the sentence. The problem for the reader usually begins when the subject and the main verb are either delayed or separated from each other. Notice how the following lead becomes more complicated as the writer adds information:

*a. Many **Russian students are learning** to read English newspapers.*

*b. Many **Russian students**, most of whom attend some of the country's best known schools, **are learning** to read English newspapers.*

*c. In an innovative programme sponsored by the Post Publishing Public Company Limited, many **Russian students**, most of whom attend some of the country's best-known schools, **are learning** to read the English newspapers.*

To understand each of the above, you must be able to find the subject and main verb. The above examples illustrate three of the most common positions for these key elements. In the first, the subject and verb are together at the beginning of the sentence. In the second, the subject and verb are separated. In the third, the sentence opens with an introductory phrase, delaying the appearance of the subject and verb. In the majority of the newspapers introductory phrases are not common except when the story is an especially important one.

3. A Common Misunderstanding

One of the reasons people sometimes misunderstand the lead is that they find the wrong subject or, more commonly, the wrong main verb. This is especially true when the subject and verb is separated by a phrase or clause. Here is an amusing and true example: "One day a student came to me. She was having trouble understanding the following sentence:

A woman said to be despondent over her husband's heavy drinking jumped into a canal Friday night with her three children.

To me the sentence was totally clear, so I asked her to translate it into Russian to find out how she understood it. Here is her translation:

A woman confessed that she and her three children pushed her husband into a canal Friday night because he was a heavy drinker".

How was that possible? Look at the first three words: A woman said. That was the source of her problem. She thought the main verb was "said" instead of "jumped". One reason she made this mistake was because the writer omitted who was from the sentence. The long form would have begun: "A woman who was said (by a witness) to be despondent..." This is a common technique in news writing so watch for it.

4. Adding the source

One of the most common variations of the “something happened” story is the “someone said something happened” story. In this case the lead sentence will usually include the source (the person who gave the information). If the source is very well known and important, it will come at the beginning of the sentence:

*The head of the US military, **General John Shalikashvil**, said Thursday that China, despite its military might, would fail if it tried to invade Taiwan.*

‘**More**’ often, however, the source will come at the end:

*A Thai family, who were sent the wrong body when a relative died in Singapore, has ended a month-long standoff by agreeing to return the body in exchange for US\$6,000 in damages, **the Thai Embassy** said yesterday.*

5. Answering Your Questions:

The headline and lead usually raise more questions than they answer. You generally find out what happened and one or two prominent details, but if you are interested in the subject you will want to know much more, questions such as: when? where? why? how? what effects? what significance? That is the function of the body of the story.

AFTER READING

Task 1. Match these headlines with their lead paragraphs. Key words will help you (one headline has no lead).

1. Aid is rushed to Armenia: quake’s toll is in thousands.
2. Six men found alive 35 days after the earthquake in Armenia.
3. Chinese rescue teams reach quake area.
4. Moscow allows US airlift of supplies.
5. Bad transportation hinders quake relief.
6. China doubles estimate of quake homeless.

(a) MOSCOW – Authorities rushed military surgeons and tons of medical supplies yesterday into Armenia, which was rocked by an earthquake that officials said had killed tens of thousands of people and virtually destroyed several cities.

(b) BEIJING – Army rescuers and medical teams finally reached stricken villages yesterday in a remote area near Burma where China’s worst earthquake in more than a decade killed at least 930 persons last weekend.

(c) BEIJING, Nov.10 – Chinese officials said today that at least 200.000 people had been left homeless from last Sunday’s earthquake, doubling their previous estimate.

(d) MOSCOW – More than a month after an earthquake devastated Armenia, six men were rescued from under the rubble in the shattered town of Leninakan, authorities said yesterday.

(e) WASHINGTON – The Soviet Union yesterday agreed to allow the United States to fly medical and rescue supplies to Armenia, where tens of thousands of people were killed and even more injured or left homeless in a devastating earthquake on Wednesday.

Task 2. Answer the following questions.

1. What is news lead? How can be news lead identified? 2. What grammar is usually used in news lead? 3. What is common misunderstanding of news lead and how to avoid it? 4. Why will the lead sentence usually include the source (the person who gave the information)?

Task 3. Analyze the following article (find all parts and elements and analyze the lead).

**Delhi police arrest Muslim journalist Mohammed Zubair
over tweet from 2018**

Journalists demand release of co-founder of Alt News after he was accused of insulting Hindus.

Tue 28 Jun 2022 05.45 BST

The co-founder of a fact-checking website has been arrested by police in Delhi weeks after he highlighted derogatory comments made by a spokesperson for Narendra Modi’s ruling Bharatiya Janata party (BJP) about the prophet Muhammad.

Mohammed Zubair, who set up the Alt News website, flagged the remarks made during a television debate at the end of May on Twitter, bringing them attention they may not otherwise have had.

When Muslims became aware of the remarks from the BJP spokesperson, Nupur Sharma, they staged protests. The incident escalated into a diplomatic row with Arab countries voicing their anger.

The Modi government distanced itself from the remarks as the storm grew and suspended Sharma on 5 June. Sharma has been charged over her remarks but her whereabouts remain unknown and she has ignored a summons from Mumbai police to record a statement.

Zubair was arrested under two sections of a law related to maintaining religious harmony on the basis of a complaint that said he insulted Hindus in a 2018 Twitter post commenting on the renaming of a hotel after the Hindu monkey god Hanuman.

Showing a picture of a hotel, it said: “Before 2014, Honeymoon Hotel. After 2014: Hanuman Hotel”. The post implied that after Modi came to power in 2014, the owners had changed the name to Hanuman, the monkey god venerated by millions of Hindus, to fit into the new regime’s ethos.

Sharma has said she has received death threats since she was suspended and blamed Zubair’s exposure of her comments for them. Zubair has also received death threats.

His arrest provoked incredulous reactions from opposition leaders across the political spectrum.

“Every person exposing the BJP’s hate, bigotry and lies is a threat to them,” tweeted the Congress party leader, Rahul Gandhi.

Another politician, Asaduddin Owaisi, tweeted: “Delhi police does nothing about anti-Muslim genocidal slogans but acts swiftly against the ‘crime’ of reporting hate speech and countering misinformation.”

Ten human rights organisations said on World Press Freedom Day last month that Indian authorities were increasingly picking on journalists and online critics for their criticism of government policies and practices, including by prosecuting them under counter-terrorism and sedition laws.

Government officials deny the charges.

“It is apparent that Zubair’s alert vigilance was resented by those who use disinformation as a tool to polarize society and rake up nationalist sentiments,” said the Editors Guild of India while demanding his immediate release.

Critics of the BJP have pointed out that Sharma's suspension under pressure from the Middle East angered the party's rank and file and far-right groups that supported Sharma.

In reaction, the government has accused Muslims of similar offences against Hinduism in an effort to pacify BJP hardliners and create a false sense of equivalence.

The political analyst Arati Jerath pointed out that the home of a Muslim activist in Uttar Pradesh was summarily demolished this month "to show BJP supporters that the party was being tough on Muslims too".

"Both the party and the government are trying to mollify their supporters by going after critics, mostly Muslims, and Zubair's arrest is part of this exercise," said Jerath.

Aakar Patel, chair of International India, said: "The Indian authorities are targeting Mohammed Zubair for his crucial work combatting the rise in fake news and disinformation and calling out discrimination against minorities.

(The Guardian)

Text 7

THE NEWS BODY

READING

Read the text and do tasks below it.

The headline and the lead tell you the main ideas of the news story, but they do so in a very shortened form. They give you enough information, however, to allow you to make an important decision. They allow you to decide whether you want to read the story or to skip it and move on to another more interesting story. If you decide to continue reading, the body of the story is where you find detailed information. Basically, the body will give you three kinds of information: comments from people involved in the story, details, and background information to help you understand the story more deeply. The following short story has all of these elements.

Headline	Earthquake jolts Japan capital
Dateline	Tokyo, Reuters
Lead	A SLIGHT earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.
Statement/ comments from people involved in the story	A spokesman for the Japan meteorological agency said: “An earth tremor was registered in Tokyo but there are no reports of casualties or damage.”
Details	The earth tremor struck shortly after midnight Tokyo time – just after midnight Bangkok time.
Background	Residents of central Tokyo said the tremor was the strongest for several months in the capital.

Taking Full Advantage of the News Style

Watch for synonyms

News stories are generally designed to be understood quickly and easily by ordinary readers without expert knowledge of the subject matter. The main topics are introduced at the beginning and expanded upon as the story develops. This means you get several chances to understand the main ideas. This is especially useful for understanding unfamiliar vocabulary. For example, writers will often use a synonym (word with the same or similar meaning) to avoid sounding repetitious. If you know one of the two words, you can understand them both – without a dictionary.

Irate Canadians question lack of information

Ottawa (AFP) – ANGRY Canadians were asking Wednesday why they were not informed of a serious incident in which 11 Canadian peacekeepers in Bosnia-Herzegovina were reportedly put in front of a mock firing squad.

Watch for explanations

Newswriters realize that they are writing for ordinary people. For this reason, they often explain technical vocabulary or technical concepts. This may be done in a phrase immediately following the technical word, or it may take the form of a complete sentence of explanation.

Brain diseases kills 325

NEW DELHI (Reuter) – An encephalitis outbreak has claimed 325 lives in the past month, a State Health Department spokesman said yesterday. Encephalitis, a viral brain disease spread by mosquitoes, killed 325 people in India last year, according to official statistics.

Watch for examples and elaboration: you can often understand an unfamiliar word or concept even if the writer does not provide you with a synonym or explanation. As the story develops and the writer adds details, you have a good chance of finding one or more specific examples of the unfamiliar concept. In the story below, for example, notice how you eventually find several specific examples of delinquency. Even if you only understand one of the examples, you can still get a good idea of the concept of delinquency. And you can also figure out that juvenile delinquency must be something carried out by young people.

S'pore worries over delinquency

Singapore (AP) – RISING juvenile delinquency is alarming authorities in Singapore, a super-efficient city-nation often lauded as a model society.

According to the latest police figures, the number of juvenile delinquents reached a record high of 1,892 in 1993, a 28-per cent rise over 1992 figures, Community Development Minister said on Saturday. These statistics are of concern to all of us. We need to understand why juveniles turned to crimes in order to check this disturbing trend, said the minister.

The 384 members of the government-sponsored group supplement the Community Probation Service, which counsels juvenile delinquents usually caught shoplifting and vandalizing cars, or for more serious crimes like stealing motorcycles. Parental neglect could be one of the reasons for the rise in juvenile delinquency, the minister said. Quoting studies, he also blamed poor academic performance and peer pressure. Of the 1,787 youngsters placed on probation between 1989 and 1993, 50 per cent were school dropouts.

Have a Questioning Attitude: once good readers understand what the subject they are reading about is from the headline and lead, they automatically form questions in their minds. And because of the nature of news stories, they can expect their questions to be answered in the body of the story.

This may not be automatic for you at first, so you may want to spend a moment and form your own questions. This gives you a purpose and it makes even the most difficult story easier to read.

AFTER READING

Task 1. Complete the sentences according to the text.

1. They give you enough information, however, _____. 2. Basically, _____: comments from people involved in the story, details, and background information to help you understand the story more deeply. 3. This means you get _____. 4. This may be done in _____, or _____ sentence of explanation. 5. _____, notice how you eventually find several specific examples of delinquency. 6. And because of the nature of news stories, _____ in the body of the story.

Task 2. State if the information in the following statements TRUE or FALSE according to the text.

1. The headline and the lead give you enough information.
2. Basically, the body won't give you any information.
3. Newswriters often explain technical vocabulary or technical concepts, as they realize that they are writing for ordinary people.
4. Even if you only understand one of the examples, you can still get a good idea of the concept of delinquency. And you can also figure out that juvenile delinquency must be something carried out by adults.
5. The main topics are introduced at the end and expanded upon as the story develops. This means you don't get any chances to understand the main ideas.
6. Once good readers understand what the subject they are reading about is from the headline and lead, they automatically form questions in their minds.

Task 3. Analyze the following article (find all parts and elements and analyze the body).

Alarm in Beijing after announcement zero-Covid policy may last five years

Communist party official posts notice saying mass mandatory testing and travel curbs will continue.

Mon 27 Jun 2022 09.48 BST

Authorities in Beijing have sparked confusion and alarm after announcing the strict zero-Covid policy could be in place for the next five years, including mass mandatory testing and travel restrictions.

The notice, published on Monday afternoon, was attributed to Cai Qi, the Beijing secretary of the Chinese Communist party. The original text said: “In the next five years, Beijing will unremittingly grasp the normalisation of epidemic prevention and control.”

The notice was first posted by Beijing Daily and republished by other state media outlets. It spread widely across social media, but soon the reference to “five years” was removed from most online publications, and a related hashtag on Weibo was deleted.

It committed to maintain and improve the city’s “strict management of the joint prevention and control coordination mechanism”, and the emergency response system, including those designed to shut down circulation and transfer of the virus through “isolation, management and control... as soon as [transmissions] appear”. It also noted the continuation of strict residential inspections, the “normalisation” of regular testing, and the management of entry and exit to the city.

China’s authorities, under direction from President Xi Jinping, have repeatedly committed the country to the zero-Covid policy, despite the rest of the world choosing a path of coexistence or mitigation. Xi has ordered authorities to balance zero-Covid with economic growth, as the unpredictable measures grate with locals.

Monday’s announcement and the subsequent amendment sparked anger and confusion among Beijing residents online. Most commenters appeared unsurprised at the prospect of the system continuing for another half-decade, but few were supportive of the idea.

“Countdown to escape China,” said one Weibo user.

“The ultimate goal of fighting the epidemic is to return to normal life, and it seems that everyone has forgotten about this,” another noted.

A hashtag related to “in the next five years Beijing will unremittingly grasp the normalisation of epidemic and control” was viewed nearly 1m times before it was removed within a few hours.

Authorities have not clarified the statement or the removal of the reference to five years. Some observers suggested the “five years” phrase was a term used often in government announcements, but which appeared to be a timeline in this context, or that it was erroneously added in by the original publisher of the notice – the Beijing Daily.

The Beijing Daily did not provide clarification when contacted by the Guardian.

China’s “dynamic zero” strategy was effective during outbreaks of earlier variants, but was challenged by the high transmissibility of Omicron. The policy resulted in a lengthy, at times chaotic, and economically damaging lockdown in Shanghai, and tough travel and social curbs in Beijing. Other cities have also undergone arduous lockdowns, either city-wide or neighbourhood specific. Many cities and provinces have enacted compulsory mass testing every few days for residents who wish to move about the city.

On Sunday, Beijing announced in-person schooling would restart. Shanghai authorities also reported no new cases at the weekend for the first time since March. However, the threat of sudden lockdowns or travel curbs persists. Last week, Shenzhen contained a neighbourhood and locked down several residential buildings, after a single case was reported. On Sunday, it was extended to close entertainment venues and parks, as case numbers climbed to a dozen.

*(Additional research by Xiaoqian Zhu
The Guardian)*

UNIT 2

READING NEWS ARTICLES

Text 1

HARD NEWS VS SOFT NEWS

BEFORE READING

Before reading the text look up (translate) the following words in the dictionary to make sure the meaning is clear to you and you know how to pronounce them correctly:

hard news; soft news; a chronicle; report relevant statistics; clean and uncluttered writing; time-sensitive; to explore an issue in depth; provide background information about world events; entertainment news; opinion columns; to focus on a certain angle; to draw conclusions.

READING

Read the text and do the tasks that follow.

Hard news

This is the term journalists use to refer to “news of the day.” Hard news is a chronicle of current events/incidents and is the most common news style on the front page of your typical newspaper. Hard news gives readers the information they need. If the federal government announces a new youth initiative, it’s hard news the next day. Examples of hard news stories include reports on crime, court cases, government announcements, house fires, awards ceremonies, plane crashes, international events, etc. A hard news story must report relevant statistics: how many there are, where they are, and what they’re doing. Hard news reporting uses clean and uncluttered writing. It may start with a summary lead that describes what happened, where, when, to/by whom, and why (the journalist’s 5 W’s). The lead must be brief and simple, and the purpose of the rest of the story is to elaborate on it.

Soft News

This is a term for news that is not necessarily time-sensitive. Soft news include feature stories which take a step back from the headlines to explore an issue in depth: they provide background information about world events, human interest stories or entertainment news.

Since these do not deal with serious subjects, they are labelled as “soft”. Examples include profiles of people, sports news, celebrity news, lifestyle and opinion columns. A good feature might be about the people in your community and their struggles, victories and defeats, or maybe about a trip someone took to Africa. A feature usually focuses on a certain angle, explores it through background research and interviews with the people involved, and then draws conclusions from that information.

(<https://artscolumbia.org/hard-news-vs-soft-news-47930-59259/>)

***NOTA BENE:** Today the borderlines between different subgenres of journalistic texts are often blurred. This has led to the emergence of hard-soft news, which combines elements of hard and soft news.*

AFTER READING

Task 1. Write down H (hard news) or S (soft news) next to the statement.

1. These stories are usually timely events. 2. These stories cover art, leisure, lifestyle. 3. These stories are non-sensitive to time. 4. These stories have just happened. 5. They are often referred to as features. 6. They include opinion pieces. 7. These stories appear on the front page. 8. These stories are based on credible facts. 9. These stories cover politics, international news and business. 10. These stories provide lots of details.

Task 2. Answer these questions.

1. In what way is hard news different from soft news? 2. What kind of stories are covered by breaking news? 3. What kind of stories do features tell? 4. Which stories (hard or soft) do you usually read?

Task 3. Summarize the key points:

HARD NEWS

Time-sensitive

SOFT NEWS

Not time-sensitive

Task 4. Decide if the news stories below are hard news, soft news or hard-soft news. Justify your answer.

Story 1

Beirut Explosion: Frantic Search for Survivors of Deadly Blast

Rescue workers in Lebanon are searching for dozens of people missing a day after a huge explosion devastated the port area of the capital, Beirut.

The blast, which shook the whole city, killed at least 113 people and injured more than 4,000 others. A two-week state of emergency has been declared.

President Michel Aoun said the blast was caused by 2,750 tonnes of ammonium nitrate stored unsafely in a warehouse.

All port officials have been put under house arrest pending an investigation. Customs chief Badri Daher told local media that his agency had repeatedly called for the ammonium nitrate to be removed, but “this did not happen, and we leave it to the experts to determine the reasons”.

(<https://www.bbc.com › world-middle-east-53659282>)

Story 2

A Nurse Pulled Three Newborns out of a Hospital Hit by the Beirut Blast

Beirut, Lebanon (CNN) Photojournalist Bilal Jawich was at home on the outskirts of Beirut when an explosion, which has left at least 100 dead and thousands injured, rocked the Lebanese capital.

“I followed the smoke until I reached the port of Beirut,” he told CNN Arabic, explaining that “professional intuition” took him to Al Roum hospital, in the Ashrafieh district. The area has been left devastated by the blast.

What he saw there was remarkable. “I was amazed when I saw the nurse holding three newborns,” Jawich said. “I noticed the nurse’s calm, which contrasted the surrounding atmosphere just one meter away.” Several dead and injured people lay nearby, he said.

“However, the nurse looked like she possessed a hidden force that gave her self-control and the ability to save those children. People stand out amidst these violent and dark and evil circumstances and this nurse was up to the task,” he said.

Jawich said the nurse told him later that evening that she was in the maternity ward when the blast hit. She said she had been knocked unconscious, and when she came around “found herself carrying these three children,” he told CNN Arabic.

Not everyone in the hospital was so lucky. George Saad, emergency preparedness and disaster manager for the hospital, told CNN that 12 patients, two visitors and four nurses died in the incident yesterday, while two

remain in critical condition. Some 80 % of the hospital had been damaged, along with 50 % of its equipment, he said.

(<https://www.globaltimes.cn>)

Story 3

“I Thought I Would Die”: Inside Myanmar’s Risky Pursuit of Jade

A survivor was swept away by a wave of mud and water after the wall of a mine collapsed on Thursday, killing at least 200 people.

MANDALAY, Myanmar – An ominous rumbling was the only warning the young jade miner had that something was wrong.

Within seconds he was running, but before he could take even a few steps he was swept away by a huge wave of mud and water. Tumbling underwater, he managed to reach the surface, swimming for half an hour before finding land.

“I thought I would die,” said the miner, Ko Aung Kyaw Htay, 23, on Friday, a day after the disaster at Wai Khar mine in northern Myanmar left an estimated 200 people dead. “I still can’t believe I escaped. I have no idea what happened to the other people working around me. I guess they all died.”

Mr. Aung Kyaw Htay was one of the hundreds of unauthorized jade pickers scavenging on the edges of the Wai Khar open-pit mine in Kachin State, the lucrative centre of Myanmar’s jade trade where rebels and government forces are facing off, when disaster struck. Heavy rains from the annual monsoon had filled the giant mine with water, creating a lake. Just after sunrise on Thursday, a wall of the mine collapsed, crashing into the lake and generating a wave more than 20 feet high.

He survived with only scratches. But he saw no sign of 50 other miners who were working nearby when the wave hit.

By Friday afternoon, searchers had recovered 172 bodies floating on the lake or washed ashore at the mine in Hpakant township. An additional 54 were injured.

Similar disasters are an almost annual occurrence in the jade fields of Myanmar, which produce about 70 per cent of the world’s jade and generate billions of dollars a year. Most of the jade mined there is exported across the border into China.

The jade industry, largely controlled by the military and its crony companies, operates in near secrecy. The military is in constant conflict with rebel groups in the region, including the Kachin Independence Army, which is seeking self-rule and is said to extract its own revenues from mining operations.

(<https://www.nytimes.com>)

Task 5. Find examples of hard, soft and hard-soft news stories. In pairs or groups, discuss their features.

Task 6. Reading hard news with a soft touch. Select a couple of hard news stories from a newspaper and generate a list of possible feature headlines they could elicit.

HARD NEWS HEADLINE(S) SOFT NEWS HEADLINE(S)

Task 7. Choose a fairy tale and write two news stories based on it: one hard and one soft. Follow the guidelines below.

Hard news

- Use an inverted pyramid: The ending of the fairy tale will move to the lead.
- Focus on facts.
- Avoid secondary details.
- Include quotes of the characters/witnesses/officials.
- Optional: give a brief background of the story.
- Don't include your opinion or make predictions.

Soft news

- Choose an angle which will arouse human interest.
- Focus on human interest and impact.
- Include details, explanation, opinion and research.
- Include quotes of characters, witnesses, experts.
- You can give an extensive background of the story.
- You can include your opinion and make predictions.

Text 2

BREAKING NEWS

BEFORE READING

Task 1. Study the following:

When producing a breaking news story, journalists should follow the formula known as *KISS: Keep it Short and Simple*.

This means that the sentences in the news story should be short and syntactically simple.

Imagine telling the story to a 12-year-old child or your grandma.

Be objective: Your task is to convey facts as directly and objectively as possible. Thus, you should avoid overly negative or positive adjectives and emotionally loaded reporting verbs.

Do not include your personal opinion or commentary. Instead, quote officials, experts, participants of events.

Show, don't describe: This means that the action verbs are preferred to descriptive adjectives. Use the active voice of verbs whenever possible, which means attributing actions to the doers. Keep passive voice to reporting casualties/fatalities (three people were killed) and police reports (five people were arrested).

Task 2. Before reading, answer the following questions.

1. What is breaking news? 2. What synonyms of breaking news do you know? 3. Which Russian equivalents of the term do you know? 4. In which parts of a newspaper does breaking news appear? 5. What's the breaking news of today?

READING

Read the examples of breaking news stories below. Discuss their headline, layout, structure, content and language. What do they have in common?

1

Albania Struck by 5.6-Magnitude Earthquake, Injuring At Least 37

(CNN) – At least 37 people were injured when a 5.6-magnitude earthquake struck Albania on Tuesday. The earthquake struck along Albania's central coast near the port city of Durrës, according to the United States Geological Survey, about 35 kilometres west of the capital Tirana.

A trauma hospital in Tirana reported 37 injuries, according to public broadcaster Albanian Radio and TV.

Prime Minister Edi Rama cancelled a trip to New York, CNN affiliate A2 reported, and he's expected to return home from Frankfurt.

2

7 People Overdosed on Drugs at a Pittsburgh Apartment

(CNN) – A night of excess at a Pittsburgh apartment ended with three people dead, four people hospitalized and a police department warning how quickly drugs can kill.

The authorities responded to a report of an unconscious man in an apartment complex elevator around 2 a.m. Sunday. The man was pronounced dead at the scene, Pittsburgh Director of Public Safety Wendell Hissrich said.

Shortly later, paramedics responded to another man a few blocks away, who was “somewhat conscious” and had symptoms similar to those of the first man. He was taken to a nearby hospital, Hissrich said.

(<https://edition.cnn.com/2019/09/21/europe/earthquake-albania/index.html>)

NOTA BENE: *The common themes of breaking news are predominantly negative: disaster, death, threat and unrest. When we talk about breaking or latest news and want to stress their importance, we use the words ‘urgent’, ‘topical’, or ‘of great current interest’, which mean “актуальный, важный”. We do not use the word ‘actual’ because it is a false friend for the Russian word “актуальный”. ‘Actual’ means “действительный, фактически существующий”.*

AFTER READING

Task 1. Start making a list of vocabulary related to breaking news.

You can break it into sections Politics, Economy, Culture, Sport, etc. Keep adding words from the articles.

Task 2. Complete the sentences, using the text above.

a) The headline is designed to...

b) Short paragraphs

1) present information ...

2) keep our ...

- c) Short sentences
 - 1) can be read ...
 - 2) help to keep ...
- d) The sentences are complex, ...
- e) The tone is ...
- f) The vocabulary is ...
- g) The quotes make the reportage ...
- h) Direct speech ...

Task 3. Answer the following questions.

1. What structural elements does the breaking news consist of? 2. Why is the order of paragraphs in breaking news called an inverted pyramid? 3. What do the letters in KISS stand for? 4. Who should you quote when writing breaking news?

Task 4. Choose a breaking news story from some English-language newspaper and comment on its layout, sentence structure, tone and vocabulary.

Task 5. Put the paragraphs in the correct order to create a breaking news story. There can be more than one option. Decide which order is acceptable for a news story.

1) Thousands Evacuated as Two Storms Head for Southern US

A. But forecasters say that Laura may swing east towards Louisiana, and it could be the first time in recorded history that the state has been hit by two back-to-back hurricanes.

B. Thousands of people have been evacuated from parts of the Caribbean and the southern US as two storms tore through the region on Sunday.

C. In response to the storms, US President Donald Trump has issued a disaster declaration for Louisiana, ordering federal assistance to coordinate relief efforts. On Saturday, a similar declaration was made for Puerto Rico.

D. Hurricane Marco and Tropical Storm Laura have brought high winds and rough seas, causing damage to areas of Haiti, Cuba and the Dominican Republic.

E. Marco is expected to make landfall in the US state of Louisiana on Monday, with Laura hitting Texas by Thursday.

F. Heavy rains have also battered the US territory of Puerto Rico.

2) Colombia's Most Wanted Drug Lord Otoniel Captured

A. HThe government had offered a \$800,000 (£582,000) reward for information about his whereabouts, while the US placed a \$5m bounty on his head.

B. Dairo Antonio Úsuga, better known as Otoniel, was seized after a joint operation by the army, air force and police on Saturday.

C. President Iván Duque hailed Otoniel's capture in a televised video message.

D. Otoniel was captured in his rural hideout in Antioquia province in north-western Colombia, close to the border with Panama.

E. Colombia's most wanted drug trafficker and the leader of the country's largest criminal gang has been captured.

F. "This is the biggest blow against drug trafficking in our country this century," he said. "This blow is only comparable to the fall of Pablo Escobar in the 1990s."

G. The operation involved 500 soldiers supported by 22 helicopters. One police officer was killed.

Text 3

FAKE NEWS

VOCABULARY

deception	обман, жульничество, хитрость
to distort	искажать, искривлять, деформировать
elaborate	тщательный
to entice	соблазнять, сманивать
to exaggerate	преувеличивать
exposé	<i>фр.</i> разоблачение
to fall for smth	поверить, попасться на обман (i can't believe that you fell for such an old trick)
hoax	обман, мистификация

political leaning	политический уклон, направленность
rival	соперничающий, конкурирующий (соперник, конкурент, противник)
scoop	разг. сенсационная новость
to tout	расхваливать, рекламировать, навязывать товары или услуги
to tune in	поверить
vigilant	бдительный

WATCH AND LISTEN

(<https://rutube.ru/video/2d39d9d5f72b9f00e83fac1e5ff54261/>)

“How Fake News Grows in a Post-Fact World”

Task 1. Before you start, discuss the following questions

- What is objectivity?
- Can a journalist be objective in his work? Why? Why not?

Task 2. Watch the video and choose the correct answer. Be ready to comment on your choice.

1. *The Italian town of Trent was mentioned in the video because in this town...*

- A) a famous preacher killed a small child;
- B) a famous preacher accused someone of murdering the child;
- C) a child was tortured and murdered.

2. *Which category of fake news has NOT been included in the list, given by the speaker?*

- A) politically fake news;
- B) commercially fake news;
- C) ideological news;
- D) entertaining news.

3. *W. R. Hurst's famous phrase: "You furnish the pictures, and I'll furnish the war" refers to...*

- A) The Second World War;
- B) a war with an alien civilization;
- C) The Spanish-American war.

4. Education in such sphere as philosophy is becoming more and more important because:

- A) people need a tool to deal with the huge flow of information;
- B) people have to decide which arguments are better;
- C) people have to choose between the fabricated news and the ideological news.

Task 3. Listen again and fill the gaps in the following sentences with the words from the box.

Exaggerated; commercially; forgery; distorted; distrust

1. The rumors started to spread and became even more _____. 2. The Nazi's propaganda machine relied on antisemitic _____ that described the plans for Jewish world domination. 3. Some evangelical American communities are taught to _____ the media from the very young age because they don't support a Christian world view. 4. _____ fake news is changing the facts to make the news more appealing. 5. So called 'post-truth', or 'ideological news' is news that is _____ or presented in a way that is necessarily fake, but ideologically motivated.

Task 4. Name 3 new facts that you have learned from the video.

Begin your answer with the phrase: "It has never occurred to me that"... Compare your answers.

Task 5. Make a summary of the video. Discuss it in pairs.

1. What facts and ideas mentioned in the text must be included into your summary? 2. What can be omitted?

BEFORE READING

Task 1. Before you read, discuss the following:

- Why is news important?
- Can fake news be called a harmless game (entertainment)?
- Can fake news be dangerous?

Task 2. Explain the meaning of the following words and phrases.

Sensationalism; clickbait; computer-savvy; viral; outlet; to tag.

READING

Read the text and do the tasks that follow.

THE RISE OF FAKE NEWS

In December 2016 Edgar M. Welch drove six hours from his home to Washington DC, where he opened fire in a pizzeria with an assault rifle. He had previously read an online news story about the restaurant being the headquarters of a group of child abusers run by Hillary Clinton. He decided to investigate for himself; fortunately, no one was hurt.

The story about Hillary Clinton is one of the most famous examples of the growing phenomenon dubbed ‘fake news’. The conspiracy theory about the pizzeria began to appear on websites and social networks in late October, before the US election. This was quickly denounced by publications such as the New York Times and the Washington Post. However, many people thought that these papers were themselves lying for political ends and instead of disappearing, the fake story snowballed. Tweets from ‘Representative Steven Smith of the 15th District of Georgia’ claimed that the mainstream media were telling falsehoods. Even though both this name and district were invented, the message was re-tweeted many times. A YouTube refutation of the New York Times article got 250,000 hits.

Fake news stories can be hard to control for several reasons. Many people mistrust established news sources and others just don’t read them, so debunking of a fake story by a serious newspaper or TV channel has limited effect. In addition, the Internet is very hard to police. When users are caught misusing one media platform, they simply go to another one or start up a website themselves.

There are also various reasons why people create fake news. Some have political motives, to belittle or incriminate their opponents. Other websites, like the Onion, deliberately publish fake news as satire – humorous comment on society and current affairs. Another group is in it for the profit: many people clicking on entertaining fake news stories can bring in a lot of advertising revenue. One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way. There are also

those, like the small-town teenagers in Macedonia who wrote fake news stories about Donald Trump, who seem to be motivated partly by money and partly by boredom.

So, what can we do to stop fake news spreading? First, make sure that the websites you read are legitimate, for example by looking carefully at the domain name and the About Us section. Check the sources of any quotes or figures given in the story. Remember that amazing stories about famous people will be covered by the mainstream media if they are true. Only share stories you know are true and let your friends know, tactfully, when they unknowingly share fake news. Together we can turn around the post-truth world!

AFTER READING

Task 1. Find Russian equivalents for the following words and word-combinations:

an assault rifle; child abusers; dubbed ‘fake news’; to be quickly denounced; the conspiracy theory; mainstream media; snowballed; the message was re-tweeted many times; refutation; debunking of a fake story; to belittle or incriminate their opponents; a lot of advertising revenue; the small-town teenagers; to be motivated partly by boredom; the domain name; the About Us section; turn around the post-truth world.

Task 2. Match the headings with the correct paragraph and write a – f to the numbers 1 – 6.

- | | |
|---------------|--|
| 1 Paragraph 1 | a Why fake news is hard to stop |
| 2 Paragraph 2 | b How we can try and control fake news |
| 3 Paragraph 3 | c Motives for creating fake news |
| 4 Paragraph 4 | d The financial rewards of fake news |
| 5 Paragraph 5 | e An example of fake news story |
| 6 Not used | f How a fake news story can grow |

Task 3. Circle the best answer to these questions:

1. Why did Edgar Welch go to the pizzeria?

- He was trying to commit robbery.
- He hated all supporters of Hillary Clinton.
- He was working as a private investigator and investigating a crime.

d. He had become concerned after reading an untrue news story.

2. *Why did many people not believe the New York Times and the Washington Post?*

a. They checked the facts and found that the articles were incorrect.

b. They didn't trust anybody.

c. They thought the newspapers had a political agenda.

d. They thought the newspapers had not researched the story carefully enough.

3. *Who is Steven Smith?*

a. a local politician from Georgia

b. a journalist on the New York Times

c. a member of the US House of Representatives

d. a fictitious person created to attack the media

4. *Which reason for the difficulty of controlling fake news stories is not given in the article?*

a. Many people don't read the mainstream media.

b. Online media platforms don't check stories before publishing.

c. People are skeptical of the mainstream media.

d. Fake news stories can easily switch to other websites and platforms if caught.

5. *Which type of motivation for the creation of fake news is not given?*

a. It is a way of making money from people who pay to read the stories.

b. It is a way of commenting on current affairs.

c. It is a way of attacking your political opponents.

d. It is a way of entertainment.

Task 4. Translate (render) the following text into English.

Если вы узнали сенсационную новость из сомнительного источника, с сайта, о котором вы никогда не слышали, обязательно проверьте ее достоверность. Как правило, для этого достаточно внимательно прочитать материал. Помните, что уважающие себя порталы обязательно размещают ссылку на первоисточник в тексте.

Например, в тексте написано, что это заявление сделал некий ученый. Не поленитесь найти его имя в Интернете: большинство университетов во всем мире выкладывает на свои сайты информацию об ученых, работающих у них. Проверить существование личности, работающей в том или ином исследовательском центре, не составит труда.

Если новость напечатана в зарубежном издании, можно поискать источники на английском языке. Если информация будет фигурировать в нескольких местах и на страницах авторитетных интернет-изданий, то ей можно доверять.

Большинство фейковых новостей производят шоковый эффект, заставляя людей действовать определенным образом. Вместо того, чтобы сделать то, чего от вас хотят, нужно критически подойти к информации, которую вы получили.

Спросите себя: «Почему эта история была написана? Несет ли она важную информацию? Она продает мне конкретный продукт или пытается заставить меня перейти на другой сайт? Кому это выгодно?»

Шокирующие объявления мы видим не только на сомнительных сайтах или в постах в социальных сетях, но и в контекстной рекламе. Все знают такие объявления: «Почему аптеки молчат об этом копеечном средстве для похудения» и т. д. Неизвестно, верит ли еще кто-то таким новостям и заголовкам, но если их все еще можно найти в сети, это значит, что у них есть свой читатель.

Иногда фейковые новости сопровождаются красочным графическим контентом или даже фотографиями. Все это нужно тщательно проверить: фото могли быть сделаны в другом месте, в другое время или просто искажены с помощью современных компьютерных программ.

UNIT 3

READING OTHER TYPES OF ARTICLES

Text 1

READING FEATURE ARTICLES

READING

Task 1. Read the text and be ready to discuss it.

News stories are essentially “something happened” stories. They generally begin with a short summary of the main facts in the headline and lead. Then the body tells the story in greater detail. Since news stories come to the main point so quickly, they seem to be in a hurry, written for readers who want to know what happened NOW!

However, in any newspaper you will find another kind of story known as the feature. Feature stories tend to be longer than news stories, and they go into their topics more deeply. They are also less hurried and they often deal with subjects that are not found on the news pages. Instead of explaining what happened, feature writers are more likely to tell us what an interesting person or place is like, why a certain fashion or activity has become popular, or how we can improve our health. So, unlike the news story, the feature story is not an impersonal recounting of events. It may give background on an event or on a person in the news. It may review a motion picture, a concert, an art exhibition, it may give cooking recipes or it may describe a hobby, an unusual vacation experience.

Short news items, which are unimportant as news but which have emotional appeal, are called human-interest stories. The human-interest story is not written in inverted-pyramid form, as is the news story. The writer may use whatever form best conveys his ideas.

Sometimes in the case of an oddity or coincidence he may find a short story technique most appropriate. He may want to begin with an eye-catching lead then build up suspense and end with a surprise, at other times as in a critical feature on a theatre production, he may want to develop each point separately: plot, acting, setting, costumes.

The difference in the style and content of news stories and features is obvious from a quick comparison. Look at the two stories below. You can tell the difference from the first few paragraphs.

Notice that you could stop reading the news story at almost any point and still have the main facts. The feature story, however, has only just begun. It is clearly written for readers who have the time to sit back and enjoy what they read. Even from the brief excerpt it is clear the feature story is less formal and the writer is much more involved in the story. In news stories, you hardly notice the writer at all.

EXAMPLES

Read the following examples, paying attention to the way of performing the information in News article and in Feature article.

News

Sugar farmers get help from banks

Commercial banks yesterday agreed to support sugar cane farmers for the current milling season by accepting cheques at the pre-harvest crop price. The government asked local banks to assist farmers after the state-owned Bank of Agriculture Cooperatives backed down on the request.

The sugar fund would guarantee cheques issued by millers to farmers, who in turn could cash them in for a discount with local banks, said the industry minister. Sagging sugar prices led banks to demand a guarantee from the sugar fund to cover credit risk.

Feature

The Best of the Bunch

Most of the housewives in a small district of the eastern province of Thailand are small-time farmers. But when they joined together to produce preserved bananas last year, their names became known far and wide.

Last September their baked banana was served on Thai Airways International. The word was out and before they knew it people were going bananas for their nine products.

And in recent months they have even been approached by a Thai company interested in exporting their products to Hong Kong and Singapore. "It all started with 10 banana trees", said the head of the Community Housewives of the district.

In May 1998, the villagers answered their governors' call to grow 10 banana trees per household to carry out His Majesty the King's advice on self-sufficiency.

Soon each household found they were producing more bananas than they could possibly eat.

“The surplus was too little for the market but much too much to have them rot away”, said Mrs. Chintana.

The housewives then formed a group in an effort to find a solution to the problem. Preservation was the key. But how when no artificial preservatives were to be used? It could not be on a day-to-day basis like frying or grilling as their farm work won’t allow this. And other kinds of preserved bananas like dried banana and dried banana slices coated with sugar, have been around for a long time. The women decided they needed something more innovative to catch the market's attention. The banana problem turned out to be a provincial one and the governor and the Provincial Community Development Office came to their rescue.

The governor gave them two ovens that cost around \$2000. The aim was to work out a banana preservation program for communities of housewives throughout the country.

Tips for Reading Feature Stories

1. Don’t give up too easily. Feature stories often seem difficult, but usually only the introduction is troublesome. There, the writer tries to catch our attention and some of the methods used (humour, word-plays or idioms) can be difficult for non-native readers to understand. Once the main part of the feature begins, however – usually after three or four paragraphs – it may become much easier to read.

2. Take advantage of all the help the writer gives you. Pay special attention to the pictures and the captions beneath them. Often the editor provides an introduction as well. For example, in the banana story above, this is how the editor introduced the story.

ENTERPRISE: A group of housewives have become real high-fliers since their preserved bananas found a place on the Thai Airways International menu. Now other groups want to learn their recipe for success.

As a rule, features always have a headline that identifies the topic of the story. There is a deck as well. A deck is a sentence or short paragraph that suggests the theme of the story. It is set in large italic type before the story.

3. Take a quick look through the story to see how it is organized. Usually a feature will have several distinct parts. Once you see them, the feature becomes much easier to read – a series of short sections rather than one long story.

4. Try to find the writer's focus. Good writers generally focus on one or two aspects of their subject. It may be a particular habit or characteristic of a famous person, for example, and the writer may give examples of it several times during the story – especially at the beginning or end.

Task 2. Now read the feature article that follows and mark all the characteristic above-explained features of this type of article. Be ready to give a full commentary and prove that this is a typical feature article (pay attention to the vocabulary, headline, content, author's attitude, etc.)

CLUED UP

Author Barbara Nadel leads you through this labyrinthine city,
setting for her Inspector Ikmen crime novels

Saturday May 17, 2003

The Guardian

It's rude to stare, but every time I visit Dolmabahce Palace, that last imperial gasp of Ottoman grandeur, I have to do it. Not because the building is magnificent (it is, but that's by the way). No, I stare because the sentries that stand immobile in front of its gates are so handsome that not to look would be a sin. And, not wishing to incur divine displeasure, I make a small pilgrimage to Dolmabahce every time I visit Istanbul.

I've been coming to the city for more years than I care to count – sometimes in order to research my Inspector Ikmen crime series but sometimes just to hang out and see what happens. My last visit, which was in January, involved among other activities: attending a Syrian Orthodox church and having tea with its Aramaic-speaking priests, and meeting with a very helpful dervish.

Of course, I could talk at length about the places one should visit when in Istanbul: the Blue Mosque, Topkapi Palace, Aya Sofya – the list goes on. However, because I visit often and tend to spend quite a bit of my time off the beaten track, what follows will be somewhat idiosyncratic. After all, my characters do live and work in the city and, although their investigations sometimes take them to the "great" sights, they also spend a considerable amount of time in little-known neighbourhoods.

Balat is probably my favourite neighbourhood. Situated on the left bank (old city side) of the Golden Horn, it was once the Jewish quarter, housing thousands of Sephardic Jews expelled from Spain and given refuge by the Ottoman empire in 1492. Some Jews still remain and are served by local synagogues, the oldest and most impressive of which is the Ahrida. Now, however, Balat's magnificent fortress-like houses provide homes to many different types of people.

One of the best things to do in Balat is to walk up through the tiny streets, lined with odd and gorgeous houses, to the Greek boys' school, a great red-brick affair that is impossible to miss, and then stare down at the two great Istanbul waterways, the Golden Horn and the Bosphorus. All the better if you can do this at sunset, to the sound of the muezzin's call to prayer.

The mosque that is closest to my heart is the Suleymaniye. Constructed in the 16th century for Suleyman the Magnificent by Sinan, the greatest architect the Ottoman empire ever produced, it offers magnificent views of the waterways. Rising up from behind the Kapili Carsisi (grand bazaar), the Suleymaniye is a vast complex comprising the mosque itself, a caravanserai, hospital, school and soup kitchen. For me, this quiet and serene place is spiritually, as well as aesthetically, uplifting.

Over in what is known as the "New" or "European" side of the city is an area called **Beyoglu**. Built largely in the 19th century to accommodate Levantine merchants and their families, Beyoglu holds an embarrassment of riches. A walk down its main thoroughfare, Istiklal Caddesi, is not just a shopper's delight but an ethnic and cultural experience, too. Along its length can be found Catholic churches, a whirling dervish monastery, a fish market (with added Armenian Orthodox church behind an ancient wooden door), Galatasaray Hamam (Turkish bath) and the Galatasaray lycée, where 19th-century Ottoman princes went to school.

Nearby are the British consulate and the atmospheric Pera Palas Hotel, where Agatha Christie, Mata Hari, and other luminaries, including the founder of the Turkish Republic, Mustapha Kemal Ataturk, once stayed. Time exploring Beyoglu, either on foot or using the old-style tram that runs along Istiklal

Caddesi, can very usefully be arranged around excellent eating and shopping experiences (see below). Back at Dolmabahce, provided one can tear oneself away from the sentries, the palace is definitely worth a visit. Fronting the Bosphorus, this vast white confection has 285 rooms, six Turkish baths and the largest throne room in Europe, containing the heaviest chandelier in the world. Opulent to the point of eccentricity, Dolmabahce is the biggest Ottoman palace on the Bosphorus and is the place where Atatürk died on November 10 1938. His simple bedroom, which is preserved as if he was still alive, contrasts starkly with the imperial splendor that characterises the rest of the building.

Places to eat

Poor food is hard to find in Istanbul. From the delicious fish sandwiches sold from the boats at Eminonu, right up to the poshest restaurant in town, it's all good.

One of my personal favourites is **Boncuk**, on Nevizade Sokak behind the Balik Pazar in Beyoglu. Small and friendly, it serves an excellent selection of Turkish dishes and a few Armenian specialities, too.

Above the entrance to the Misir Carsisi (spice bazaar) in Eminonu is **Pandeli's Restaurant**. Serving classic Turkish food, this place, which is only open at lunchtime, has been an Istanbul institution since Ottoman times. Its decor alone – it is lined with the most gorgeous Iznik tiles – makes it worth a visit.

Rejans (Emir Nevrut Sokak 17, Galatasaray, Beyoglu) was founded back in the 1920s by white Russian émigrés and still serves some dishes from that country. Not cheap, it is, however, one of the places favoured by the Istanbul elite – some of whom, including Turkey's most famous author, Orhan Pamuk, have their own seats.

Bars

There are so many, it's almost impossible to recommend anything. However, my personal favourite is Kaktus on Imam Adnan Sokak (off Istiklal Caddesi), Beyoglu. Small and friendly, Kaktus attracts a mixed clientele of artists, writers and journalists. Great for people on their own and lovers of cats – Kaktus cherishes its feline residents. Good food, too - particularly the cheese platter.

Shopping

The **Kapali Carsisi** (grand bazaar) is great fun – so long as you can stand the pace. I love it, but I prefer shopping for presents in the little alleyways leading off from the Balik Pazar. Small shops selling spangly scarves, Turkish slippers and jewellery proliferate. Cheaper than the bazaar, these little alleyways also contain fascinating antique and “junk” shops where the vendors are quite happy to let you sort through their piles of stuff for hours on end.

The **Misir Carsisi** (spice bazaar) specialises in food as well as other more arcane items. Enormous black olives at roughly £2 a kilo are a particular favourite. You can also purchase any spice your heart desires, lokum (Turkish delight), Iranian caviar, numerous teas and aphrodisiacs fit, apparently, for a sultan. Head out into the little streets around the Misir Carsisi and many of these things may be purchased at an even more reasonable rate.

For books, in English as well as Turkish, go to the **Sahaflar Carsisi** (book bazaar), which is beside the Beyazit Mosque, just a short walk from the grand bazaar. A quiet, learned atmosphere pervades this little bazaar with its ancient copies of the Holy Koran, exquisite 19th-century travelogues and novels in every language one can imagine. It is said that many of the vendors are dervishes – something I can easily believe if the gentle learned man who helped me to find a very rare book from the 1940s was anything to go by. Anyone more content and at one with his surroundings would be difficult to find.

Where to stay

A small friendly hotel is the **Ambassador** (approx \$40 a night) in Sultanahmet. An old, rather dark building, it is tucked away behind the main Divan Yolu thoroughfare in Ticarethane Sokak, which readers of my books will immediately recognise as Inspector Ikmen territory. It is very handy for all the main sights and possesses a wonderful rooftop terrace offering fantastic views of Aya Sofya, the Blue Mosque, Topkapi Palace and the Bosphorus. The friendly staff are a joy.

Text 2

ANALYZING EDITORIALS

BEFORE READING

Read the text and be ready to discuss it.

While news stories are objective and do not overtly express a viewpoint, many newspapers have special pages reserved for presenting opinion. The opinion pages contain subjective views. Here's what you'll usually find in them:

- *Editorial articles* that contain the views of the editorial board of the newspaper and of other journalists who write for the paper. **An editorial is an article that presents the newspaper's opinion on an issue and it is usually unsigned.** Often a newspaper is known for having a certain political slant, for example favouring a certain political party. This slant, or viewpoint, is usually clearly expressed in editorials. Much in the same manner of a lawyer, editorial writers build on an argument and try to persuade readers to think the same way they do. Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue. In essence, an editorial is an opinionated news story.

- *Letters to the editor*, submitted by readers stating their views, often in response to news and opinion articles that have been printed in the newspaper.

EDITORIALS

While headline in the news section might read "New Government Bill on Education," the opinion section would contain articles that evaluate the new education bill. A headline in the opinion section might read "Revisions Needed to Make Education Policy Effective". The headline and the accompanying article present a judgment on the event. They take a position on the issue in the news, taking a clear position on an issue is what distinguishes opinion articles from other articles in the newspaper.

Sometimes opinion pages present opposing views on the same news event: "Bad Planning on Education Policy" one article may read, while another may say "New Education Bill a Good First Step." This helps readers see both sides of an issue and perhaps clarify their own ideas on the topics.

Four Types of Editorials Will:

1. Explain or interpret: Editors often use this type of editorials to explain the way the newspaper covered a sensitive or controversial subject. School newspapers may explain new school rules or a particular student-body effort.

2. Criticize: These editorials constructively criticize actions, decisions or situations while providing solutions to the problem identified. Immediate purpose is to get readers to see the problem, not the solution.

3. Persuade: Editorials of persuasion aim to immediately see the solution, not the problem. From the first paragraph, readers will be encouraged to take a specific, positive action. Political endorsements are good examples of editorials of persuasion.

4. Praise: these editorials commend people and organizations for something done well. They are not as common as the other three.

THE LANGUAGE OF EDITORIALS

The language of news stories must be neutral. Opinions are often expressed in news stories, but they come from the people quoted, not from the writer. In fact, you should not be able to determine the writer's opinion in a news story.

Editorials are almost completely different. The writer's job is to give an opinion. This is done in a number of ways — through adjectives and adverbs, through sarcasm and satire, and through very direct criticism or praise. That is one reason editorials can be fun to read. To give you a taste of a typical editorial below is the full article that was introduced in the above exercise. The underlined words are some of the key words. If the meaning is not clear from the context, consult a dictionary.

READING

Read up the following editorial article.

IF SURAKIART GOES, SO SHOULD ALL THE REST

So, we are told, Finance Minister Surakiart could be the first cabinet member to face the axe. We are also told, but from other sources, that the assumption could be too hasty. Even if Prime Minister Banharn is willing to replace Dr. Surakiart, finding someone trusted by both Mr. Banharn and the

public will not be easy, especially since that someone will have to face the kind of antagonistic attention that Dr. Surakiart has faced.

Whatever happens, whenever it happens, the torrent of criticism directed at the former University law dean is unfair. Dr. Surakiart has not really made many mistakes. The spotlight should be on other ministers who could do the country far more damage. He can be criticized for being too weak in trying to stamp out inflation. Many economists have done so. But he is backed by the Bank of Thailand and it is still too early to judge conclusively who is right.

But he cannot be blamed for the slump in the stock market. Any lack of confidence has to be blamed on the entire government whose members came to power with such a negative image that restoring confidence is bound to be an uphill struggle. Instead of trying to do that, many ministers have pressed ahead with controversial actions that might just impress their constituents, but not the nation as a whole.

The only mistake Dr. Surakiart took with regard to the stock market was to allow himself to be panicked into providing a rescue package. Some stock speculators might be pleased; taxpayers in general should be worried about the package's implied message that the government will always take the risk out of gambling on stocks.

In all other respects, Dr. Surakiart has been as good as we could expect from any finance minister. Not so the rest of the Cabinet, and that is why the media's focus on Dr. Surakiart is not only unfair to him, but also to the country.

In economic policy, for example, just take a look at Commerce Minister. In he embraces the cause of free trade in the name of tackling inequalities, and he pledges not to allow the bureaucracy to hinder business.

In another he orders the precise opposite: he throttles tapioca exports through the unjustifiable practice of allocating quotas, costing billions in export earnings, and depriving the country's poorest farmers of a large chunk of hard found income. No one picks up the issue because millions of farmers struggling in poverty in remote areas cannot command the same media attention as one stock investor who shot himself in the middle of Bangkok. The Commerce Minister is not even obliged to give a coherent explanation,

and so he rambles on about Philippine rice farmers and rubber prices as if that had anything to do with tapioca.

Take a look also at Montri Pongpanich whose main enthusiasm at the Agriculture Ministry is to invent new ways for the ministry to buy and sell fertiliser and seeds, build dams and dig waterways, preferably at “top speed” and beyond public scrutiny – just as he did in a previous incarnation with the Hopewell elevated road and rail project. Are the stock speculators interested? Only if one of the favoured companies is listed.

Look outside economics. The Public Health Minister has done nothing to justify his claim to the Interior portfolio. Far from showing that he has the welfare of the public at heart, the Ministers merely succeeded in antagonizing doctors all over the country. And then there’s Deputy Prime Minister whose preferred solution to traffic problems is to offer policemen quasi-bribes from his own ample pocket. And there’s the former warrior for democracy, Defence Minister, who now finds free speech inconvenient. And so on.

By comparison, Dr. Surakiart looks like a good minister. Or put it another way, if he goes, so should all the rest.

AFTER READING

Task 1. What’s the opinion? Analyze this editorial article by answering these questions.

1. Who wrote the article? Does it express the opinion of an individual or of the newspaper? How do you know? 2. What key words in the headline or first paragraph let you know the opinion expressed in the article? 3. What is the issue discussed in the article? 4. What type of an editorial is it? 5. Is the scope of the issue local, national or international? 6. What is the opinion of the newspaper or the writer about the issue? 7. What are the reasons the newspaper or writer gives to support the position taken? 8. What is your opinion on the issue?

Task 2. Catching the main idea – in two minutes or less: good readers know how to get the main idea from an opinion article very quickly, probably within one minute. They use different methods, but the most common is probably something like this one: (1) Read the headline (2) Read the first paragraph (3) Read the last one or two paragraphs (4)

Form a theory of what the main idea is (5) Test your theory by quickly skimming the beginnings of the remaining paragraphs. Let's try this with an editorial that follows. First let's look at the headline, the first paragraph and the last two paragraphs:

IF SURAKIART GOES, SO SHOULD ALL THE REST

(1st paragraph) So, we are told, Finance Minister Surakiart could be the first cabinet member to face the axe. We are also told, but from other sources, that the assumption could be too hasty. Even if Prime Minister Banharn is willing to replace Dr Surakiart, finding someone trusted by both Mr. Banharn and the public will not be easy, especially since that someone will have to face the kind of antagonistic attention that Dr Surakiart has faced.

(last paragraph) By comparison, Dr Surakiart looks like a good minister. Or put it another way, if he goes, so should all the rest.

Already, we should have a good idea of what the editorial is about. We can surely expect some harsh criticism of cabinet ministers other than Finance Minister Dr Surakiart. Clearly, they must be far worse than he is and if he is forced to resign, they should also resign. Let's test our theory by skimming the beginnings of the remaining paragraphs:

- Whatever happens, whenever it happens, the torrent of criticism directed at the former University law dean is unfair.
- Dr Surakiart's one really serious error was when he agreed to be finance minister.
- He can be criticized for being too weak in trying to stamp out inflation.
- But he cannot be blamed for the slump in the stock market.
- The only mistake Dr. Surakiart took with regard to the stock market was...
- In all other respects, Dr. Surakiart has been as good as we could expect... Not so the rest of the Cabinet.
- In economic policy, for example, just take a look at Commerce Minister...
- Look outside economics...
- And there's the former warrior for democracy, Defence Minister...

From this brief overview we can be quite confident that the five ministers mentioned apart from Dr Surakiart will come under some very strong criticism indeed.

Task 3. Now read the editorial that follows and do the after reading tasks.

WHERE HAVE OUR VALUES GONE?

By Mortimer B Zuckerman, editor-in-chief. U.S. News and World report, August 8, 1994, with the permission of the editors.

The fraying of America's social fabric is becoming a national obsession. Three out of every four Americans think we are in moral and spiritual decline. Two out of three think the country is seriously off track. Doubts about the president's character have driven his standing in the polls down about 15 points. Social dysfunction haunts the land: crime and drug abuse, the break-up of the family, the slump in academic performance, the disfigurement of public places by druggies, thugs and exhibitionists. Are we now, to use Sen. Daniel Patrick Moynihan's phrase, "defining deviancy down," accepting as part of life what we once found repugnant?

We certainly seem to have lost the balance between societal rights and individual freedoms. There are daily confrontations with almost everyone in authority: blacks against the white power structure, women against patriarchy, feminists against feminism, gays against homophobia, children against parents, mothers against matrimony, fathers against child support, churchgoers against the church, students against universities. Instead of a culture of common good, we have a culture of constant complaint. Everyone is a victim. The have-nots claim victimization at the hands of the successful. Crime is sanctioned by the fact, real or imagined, that the criminal had an unhappy childhood. Gone are the habits American once admired: industriousness, self-discipline, commitment.

The combined effect of these sicknesses, rooted in phony doctrines of liberalism, has been to tax the nation's optimism and sap its confidence in the future. And it is the young who are strikingly vulnerable. They are being deprived – like no previous generation – of the emotional comfort and moral nurturing provided by the traditional family. Instant gratification is the new

order of the day. Personal impulses, especially sexual, are constantly stimulated by popular music and television, with other mass media not far behind. TV and music often seem to honor everything that the true American ethic abhors – violence, infidelity, drugs, drinking – and to despise everything that it embraces – religion, marriage, respect for authority. No wonder it is difficult to sustain parental values and parental community.

Behind the popular culture lies a capitalist system whose development now also contributes to the erosion of family and community. The individual flourishes best in small neighboring communities based on the traditions and habits of the family, the church, the township, where trust, intimacy, and cooperation are prized. But the ideal of the individual in the community is constantly threatened by a market that seeks mobility of labour and capital. We extol the virtues of self-discipline, hard-work, patience and personal responsibility, but market capitalism requires the citizen to be a consumer first, to buy now, pay later and enjoy himself. Altruism is not encouraged in a culture of acquisitive individualism.

There is a great yearning in the country to provide our national life and institutions with a larger moral dimension. The success of the movie *Forrest Gump* lies in its appeal to the decency of Americans. Redemption has to begin with television and education. Children spend more time before the TV set than they do at school. Society must find some way for television to have a higher purpose than making money. Consistent with our nation's commitment to freedom of the press, the president should establish a national commission to review the impact of television and suggest how it might play a more constructive role in our society. Education is an economic imperative since business requires greater skills and sophistication from its employees. But it is also a moral imperative. Everyone who could benefit should have the opportunity not just for learning skills but for learning how to find sustenance in knowledge.

The nation's hunger for a public commitment to social and moral betterment is not a simple nostalgia for the greater simplicities of yesteryear; the clock cannot be put back, it is a profound and anxious desire to arrest decay. But if the dysfunctional trends continue, that anxiety will turn to fear,

and even panic. And when fear comes to dominate social policy, reason and tolerance are at risk. That is our predicament.

Commentary

The headline of the editorial by Mortimer B. Zuckerman is an allusion to a very popular song “Where Have All the Flowers Gone?” by Pete Seeger, the famous American folksinger. The song is very sad as it must have seemed to Seeger that every generation of American boys was doomed to go to war. In this song the flowers are picked by the girls, who marry young men, who go off to war. Seeger goes on to report that the young men are killed (“gone to graveyards, everyone”) and that the graves are soon forgotten. Wild flowers begin to grow on these graves and they are picked by the next generation of girls who do not realize that there are graves under the flowers. These girls in turn marry their sweethearts, who then go off to war. As Seeger asks in his song, “When will we ever learn? Oh, when will we ever learn?”

Surprising as it may seem, the idea of the song was inspired by a Cossack lullaby which was introduced in the West through Mikhail Sholokhov’s novel *And Quiet Flows the Don*. The lullaby tells us about the Cossacks who go to the war leaving their wives and sweethearts behind. The message of this song was borrowed by Seeger in his song which is performed very often and was translated into other languages.

Task 3.1. Read the editorial one more time using a dictionary to translate the words and phrases which are not familiar to you. Now that you know the allusion underlying the headline you can comment on the message of the editorial and its general tone. What are they?

Task 3.2. Vocabulary study.

- Write out from the text the words with negative and positive connotations which can be used in reference to the message of the editorial. Classify them into nouns, verbs and adjectives.

- Make up a list of phrases which describe the pitiful condition of the morale of American society together with the context in which they are used in the editorial.

- Give definitions to the following words: druggies, thugs, exhibitionists, patriarchy, homophobia, matrimony, liberalism, nostalgia, yesteryear.

- Find idioms used in the text and explain their meaning.

Task 3.3. Paraphrase the following sentences from the text explaining their meaning.

1. The fraying of America's social fabric is fast becoming a national obsession. 2. The combined effect of these sicknesses, rooted in phony doctrines of liberalism, has been to tax the nation's optimism and sap its confidence in the future. 3. Altruism is not encouraged in a culture of acquisitive individualism. 4. There is a great yearning in the country to provide our national life and institutions with a larger moral dimension. 5. Everyone who could benefit should have the opportunity not just for learning skills but for learning how to find sustenance in knowledge.

Task 3.4. The editorial consists of several paragraphs. Reread every paragraph attentively and express its contents with a sentence of your own.

For example:

Paragraph 1. The modern American society experiences a moral decline.

Task 3.5. Now that you have 6 sentences reflecting the contents of each paragraph, trade down the relations between them. For example, a subsequent paragraph can be an illustration to the main idea of the previous one, or it can state the reason, the consequences or a suggested remedy. Present the skeleton of the editorial together with the connections between the paragraphs in a table.

Paragraph 1. The modern American society experiences a moral decline.	Paragraph 1 introduces the message of the editorial.
Paragraph 2. There are constant confrontations between the members of the society and the authorities.	Paragraph 2 illustrates paragraph 1.
Paragraph 3.	
Paragraph 4.	
Paragraph 5.	
Paragraph 6.	

Present your table in the form of a coherent text paying special attention to the connectives between different paragraphs. Mark these connectives. You will get a short summery of the contents of the editorial.

Example: The editorial deals with the moral decline that the American society experiences at present. The statement can be illustrated by the constant confrontations between the members of the society and the authorities.

Task 3.6. The editorial was written before the terrorist attack which changed the morale of the American society. Write a follow-up to your summery based on the up-to-date information.

Task 3.7. Writing an Editorial.

LETTERS TO THE EDITOR

Letters to the editor provide readers with a forum in which they can express their ideas or issues in the news or on the opinions expresses in the newspaper.

Tips for writing an Editorial

1. Pick a significant topic that has a current news angle and would interest readers.
2. Collect information and facts; include objective reporting; do research.
3. State your opinion briefly in the fashion of a thesis statement.
4. Explain the issue objectively as a reporter would and tell why this situation is important.
5. Give opposing viewpoint first with its quotations and facts.

6. Refute (reject) the other side and develop your case using facts, details, figures, and quotations.

7. Concede a point of the opposition – they must have some good points you can acknowledge, that would make you look rational.

8. Repeat key phrases to reinforce an idea into the reader’s mind.

9. Give a realistic solution(s) to the problem that goes beyond common knowledge. Encourage critical thinking and pro-active reaction.

10. Wrap it up in a concluding punch that restates your opening remark (thesis statement).

11. Keep it to 500 words; make every word count; never use “I”.

Task 3.7.1. Look at current issues of the newspaper for letters to editors. List three issues that currently interest people, judging from the letters to the editor.

Task 3.7.2. Draft a brief letter to the editor about a subject in the news about which you have an opinion. Remember to express a clear main idea and provide reasons to support your opinion.

Text 3

GETTING ON THE EDITORIAL PAGE

VOCABULARY

to accomplish	достичь
ambassador	посол
to apply to smth.	применить к чему-либо
to boost	стимулировать, повышать, рекламировать
to capture smb.’s attention	захватить чье-либо внимание
citizen	гражданин
content	содержание
corporate leader	руководитель организации
to deserve attention	заслуживать внимания
editorial	редакционная статья
editorial board	редакционная коллегия

editorial page	редакционная статья
to emerge	появляться
to encourage	поощрять
essay	очерк, эссе
expertise	компетентность
factual	фактический
former	бывший
guidelines	инструкции
to have smth. in common	иметь что-либо общее
to identify	определить
to imply	подразумевать
insight	понимание, интуиция
journalese	газетный штамп, газетный ярлык
to keep to the point	придерживаться темы
labor union	профсоюз
lead	вводная часть
to match smth.	соответствовать чему-либо
message	сообщение
must	необходимость
of note	достойный внимания
once	как только
op-ed	полоса в газете, смежная с редакционной
opening paragraph	начальный абзац
opinion leader	авторитетный человек
to perceive	воспринимать
to place	разместить
reasoning	рассуждения, доводы
rebuttal	опровержение, возражение
to relate to smth.	иметь отношение к чему-либо
scholar	ученый
subject matter	содержание, тема
to submit	представить
technique	прием, метод

temperate	выдержанный
think-tank	(sl.) «МОЗГОВОЙ ЦЕНТР»
tip	совет
unique	уникальный
unsolicited	представленный по собственной инициативе
view-point	точка зрения
visibility	видимость, обзор

READING

Read the text and be ready to discuss it.

If you are trying to reach opinion leaders and citizens who are actively interested in public affairs, a good technique is to get on the editorial pages of major daily newspapers.

The indirect approach is to meet with the editorial boards of the newspapers and ask them to write an editorial supporting your idea, project, or cause. Another approach is to submit short essays that are called op-ed articles, intended to appear opposite the editorial page. When all else fails, there is always the standard letter to the editor.

Editorial Boards

The key editors of a newspaper meet on a regular bases to determine editorial policy. They would be interested in talking to you if your employer or client is involved in a current controversy or in emerging issues. They do not want to meet with you if the purpose is just to get publicity.

In general, you contact the editorial page editor and request a meeting with the newspaper's editorial board. Most editors want a tightly written one or two-page letter outlining whom you represent, what issues you would like to cover, and why your people are the best qualified to discuss the issue. Don't weigh down your first letter with a press kit or other background information.

Once you have an appointment with the editorial board, you should develop a message that focuses on three or four key points. You should also decide in advance what you want to accomplish in the meeting. Is it simply to let editors know about your side of the issue, or do you want them to write an editorial supporting you?

The best approach is to have a well informed senior person in the organization give the presentation. This may be the company president, but it can be an expert in a particular field like law, accounting, or environmental standards, depending on the issue. In general, your role as the public relations person is not to give the presentation but rather to make arrangements for the meeting and help your spokespersons get ready for it.

If you represent a community organization, you should think about meeting with the editorial board to arrange for an editorial supporting your particular goal. Newspapers are community boosters and do write editorials supporting worthy causes.

Letter to the Editor

Op-ed articles carry more prestige than letters to the editor. In effect, publication implies that the opinion expressed deserves attention because it shows insight into a matter of public concern. You should be familiar with the expertise of people in your organization. It is your role to encourage and assist them in writing op-ed articles when news events call for an informed view-point.

The next best thing to an op-ed article is a published letter. Letters are generally shorter than op-ed pieces. They focus primarily on rebutting editorial or clarifying information mentioned in an investigative story or a column.

‘The New York Times’ and ‘The Wall Street Journal’ are famous for their letters columns. In addition to letters from ordinary citizens, they also run letters from former presidents, ambassadors, corporate leaders, and heads of major labor unions.

On the local level, the titles may not be as exotic. However, you should be on the alert for opportunities to have letters written by the head of your organization. A letter can clarify an earlier story in the newspaper or add information that was not covered. There is limited space for letters, so you should closely follow any guidelines that the publication has established. It is important to keep letters short and to the point. In general, letters should be under 250 words. It’s also wise to keep letters temperate and factual.

A letter to the editor follows a basic format. The opening paragraph should identify the subject of the letter. The second paragraph states the author’s agreement or disagreement. This is followed by one or two paragraphs

that explain the writer's reasoning, using facts and other pieces of information. A final paragraph can include information about the company or product that relates to the subject being discussed. You should sign the letter, giving your title and company or organization name.

AFTER READING

Task 1. Find the English equivalents in the text.

На регулярной основе; крупные ежедневные газеты; определить политику; попросить о встрече; освещать вопросы (в печати); сконцентрироваться на трех – четырех основных моментах; заранее организовать встречу; определенная цель; обычные граждане; престиж; поощрять кого-либо; помогать кому-либо; концентрироваться на чем-либо; опровержение; славиться чем-либо; публиковать письма; на местном уровне; быть начеку; определить содержание.

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

1) a person who has great influence over the way the public thinks; 2) a special skill or way of doing smth., especially one that has to be learned; 3) a short piece of writing about a particular subject; 4) to appear or come out from somewhere; 5) smb. who lives in a particular town, country, or state; 6) to succeed in doing smth., especially after trying very hard; 7) to suggest that smth. is true without saying or showing it directly; 8) the process of thinking carefully about smth. in order to make a judgement; 9) to be concerned with or directly connected to a particular subject; 10) what is being talked about in speech or writing, or represented in art; 11) calm and sensible.

Task 3. Insert prepositions where necessary (in; for; into; to; with; on):

to focus ____ smth.; ____ advance; depending ____ smth.; to reach ____ smb.; to be interested ____ smth.; ____ a regular basis; to be ____ the alter ____ smth.; ____ addition ____ smth.; to be famous ____ smth.; insight ____ smth.; to be familiar ____ smth.; to be involved ____ smth.; to call

_____ smth.; to mention _____ smth.; to focus _____ smth.; to follow _____ smth.; to relate _____ smth.

Task 4. Answer the following questions.

1. How can you reach opinion leaders and citizens who are actively interested in public affairs? 2. What are three other approaches? 3. Will the key editors be willing to meet with you if they understand that you just want to get publicity? 4. What sort of letters do most editors prefer? 5. What kind of message should you develop for the meeting with the editorial board? 6. What well-informed senior person in the organization can be chosen to give the presentation? 7. What are the differences between editorial letter and op-ed article?

DISCUSSION

Explain the following statements:

- They would be interested in talking to you if your employer or client is involved in a current controversy or in emerging issues.
- Don't weigh down your first letter with a press kit or other background information.
- Newspapers are community boosters and do write editorials supporting worthy causes.
- Op-ed articles carry more prestige than letters to the editor.
- On the local level, the titles may not be as exotic.

TRANSLATION

Render the following item in English.

Центральные газеты публикуют только очень малую долю получаемых писем. Однако большинство провинциальных газет напечатают любое письмо, представляющее общий либо региональный интерес. Если в газете или другом периодическом издании появляется заявление, задевающее интересы организации, лучше всего немедленно позвонить по телефону редактору либо его заместителю и в резких выражениях выразить свое недовольство обидной темой. В большинстве случаев подобного характера редактор предложит напечатать письмо, выражающее противоположную точку зрения, что гарантирует его публикацию

сразу после получения. Газеты редко публикуют поправки, но большинство редакторов согласится на публикацию письма-объяснения, даже если оно велико по объему и содержит технический текст.

Как правило, конечно, письма редактору должны составляться в краткой форме и не отклоняться от темы. Если письмо длинное, то есть риск, что оно подвергнется редактированию, влекущему искажение его основных положений. Если тема достаточно важная, разумно попросить, чтобы все изменения или сокращения производились только с согласия автора.

Письма к редактору отражают национальный интерес к общим проблемам, представляющим общественную значимость, при условии, что в каждой публикации учитываются особенности соответствующих изданий.

Письмо к редактору, опубликованное в центральной газете, с большой степенью вероятности вызовет широкую огласку и широкий отклик. Учитывая это, следует обеспечить абсолютную достоверность всех изложенных в письме фактов. Это так же важно, как и подлинность подписи в конце письма. Подписывать письма, предназначенные для публикации, не своим именем, неэтично.

Text 4

ANALYZING BUSINESS ARTICLES

READING

Read the text and be ready to discuss it.

The business section of a newspaper contains information that affects people's economic lives. Individuals with money to invest can find information and advice that will help them earn money on investments in stocks, bonds or real estate. Everyone can find information about employment trends and developing career areas. Since we live in a global economy, economic events in other countries that can affect business where you live are reported.

Topics of Business Articles

You will find a variety of articles in the business section, including:

- Articles reporting the financial situation of companies, whether they are running at a profit or at a loss.
- Articles reporting new products and technology developed or being developed by business, and how these might affect the business.
- Information on whether currencies, such as the dollar, are going up or down in value.
- Articles on how political policies and elections are affecting business, etc.

The Language of Business

Like all areas, business uses its own special vocabulary. To understand business articles, you need to know terms such as recession, bonds, stocks, futures, bull market. Read two or three business articles.

AFTER READING

Task 1. Analyze a business article by answering these questions.

1. What's the headline? How does it help you predict the content and viewpoint of the article? 2. What is the purpose of the article (to report conditions of a company, new product, trends in the stock market, experts' opinion on economic conditions and so on). 3. What is the main idea of the article? 4. Does the article make a prediction about the future? If so, what is the prediction? 5. Does the article give the reader any advice? If so, what is it?

Task 2. Write down at least five sentences that include words you don't know and underline the words. Make sure you can define the terms. Research the terms that are unknown.

COURTS CLOSE IN ON GIG ECONOMY FIRMS GLOBALLY AS WORKERS SEEK RIGHTS

Companies such as Uber and Deliveroo have lost a string of cases in at least 40 legal challenges



Drivers and rider across the world are succeeding in cases brought against employers.

Photograph: Getty Images

Gig economy companies, including Uber and Deliveroo, have faced at least 40 major legal challenges around the world as delivery drivers and riders try to improve their rights.

The analysis of 39 employment cases, and seven linked cases on matters such as competition law, covers legal action in 20 countries including Australia, Chile, Brazil, South Korea, Canada and across Europe.

The cases have been brought by gig economy workers seeking access to basic rights, such as minimum wages and sick pay.

Put together by the International Lawyers Assisting Workers Network of more than 600 lawyers from at least 70 countries, the report highlights a string of court rulings in favour of drivers including in Italy, where authorities have fined Uber Eats, Glovo, Just Eat, and Deliveroo €733m (£628m) for misclassifying 60,000 couriers. That case is being appealed against.

A court in Spain ruled last year that drivers for food delivery firm Glovo were employees and the government in Madrid has since announced legislation confirming delivery riders' status as salaried staff. In South Korea, a driver working via the Tada van hailing app was also ruled to be an employee.

Last month, the UK Supreme Court dismissed Uber's appeal against a landmark employment tribunal ruling that its drivers should be classed as workers with access to the minimum wage and paid holidays.

On Tuesday night, Uber announced it will guarantee its 70,000 UK drivers a minimum hourly wage, holiday pay and pensions, in a dramatic U-turn which could put pressure on other gig economy firms to change tack.

Jeff Vogt, at the Washington DC based Solidarity Center workers' rights group, said there was a clear trend towards recognizing improved rights and employment status for those working for gig economy companies dealing with food delivery and taxi hire. "The courts are closing in on them," he said.

However, the report also warns that not all claims are successful and states must act to enforce the regulations as gig economy firms use their considerable resources to defend their practices.

Tactics include contracts with mandatory arbitration clauses, which fend off legal action by forcing those with a grievance to pay costly administration and filing fees in the preliminary stages. This has proved a particular problem in the US.

The report also warns that after losing cases in jurisdictions with "weak or non-existent enforcement regimes", companies have forced drivers to sign new contracts. The gig economy companies then claim that the court findings relate only to the old contracts. This has happened in the UK, when drivers for delivery firm City Sprint went back to court over new contracts after winning an initial action.

"These companies have gone to great lengths to insulate themselves from responsibility and have put an extraordinary burden on workers to claim their basic rights at work. Governments must step in now and enact legislation that protects the rights of all workers providing labour to a digital platform company," Vogt said.

In California taxi hailing firms Uber and Lyft spent more than \$200m (£144m) on a referendum campaign to exempt their businesses from the newly introduced AB5 law which would categorize their drivers as employees. The proposition 22 measure won the vote in November last year.

Nigel Mackay, a lawyer at Leigh Day which is representing thousands of Uber drivers who wish to claim holiday pay, said: "In Europe it does seem

the direction of travel is towards more rights for those who work in the gig economy.”

However, he added that legal success was only part of the solution: “There’s a problem in the system at the moment that the only way to enforce the rules is to bring claims. It isn’t right that low paid workers have to bring claims about being low paid.”

(The Guardian)

Text 5

DISPUTES

READING

Read the text and be ready to discuss it.

If you think about it, a large percentage of news stories involve disputes of some kind. Strikes, nasty divorces, protests, and wars are all forms of disputes. Since they can be dramatic and affect large numbers of people, such stories appear in the newspaper virtually every day. All disputes have basic similarities and this makes it easy to form a plan for reading about them. Below are some of the factors you should consider in reading a story about a dispute.

At least two sides and one grievance

Disputes have at least two opposing sides and at least one grievance. Thus, to understand a dispute you must find the information which identifies the opposing sides and explains why they are in disagreement.

A recognizable sequence

Disputes begin with a grievance and usually move through a number of stages before reaching a resolution. If the process is peaceful, the adversaries rely heavily on discussions and negotiations to gain an agreement. They may even bring in outsiders to mediate. If necessary, they may use the courts – or perhaps even an election. Particularly bitter disputes, however, can result in violence. Disputes can be resolved through compromises or they can favour one side over another. In the most extreme cases, one of the adversaries may suffer total defeat, even destruction.

In reading a story about a dispute, think about what stage it has reached, i.e., what has happened thus far, and what is likely to happen next.

What attempts have been or are being made to reach a settlement? Will the opposing sides be able to reach an agreement by themselves or will it be necessary to bring in outside mediators or perhaps leave it to a court to decide?

Pressure tactics

Adversaries try to gain advantages in even the most peaceful disputes. They do this in many ways, but most disputes reported in the Bangkok Post involve some type of pressure. Individuals or groups may threaten demonstrations, boycotts, legal action, strikes or even violence. And if they don't succeed in winning their demands, they are quite likely to carry out these threats. Their opponents may make counter-threats of their own and they, too, have a whole set of tactics available. Companies faced with a strike, for example, may lock out their employees. Governments may jail protesters and, in extreme cases, countries may take up arms against a disagreeable neighbouring country. All this, of course, makes news.

When you read about a dispute, consider the tactics used by each side. Also consider which side seems to have the stronger position. In a strike, for example, consider how long each side is likely to be able to continue without suffering severe damage. Which side seems to have the most public support? Or if the courts become involved, which side seems to have the stronger case?

AFTER READING

Task 1. Read a dispute article and analyze it (the following questions will help you).

1. As you read, try to determine the opposing sides. Who is involved in the dispute? 2. What is the grievance that caused the dispute, and the demands made? 3. What attempts have been made to resolve the dispute and what additional steps might be taken? 4. Why do you think this story is in the news? Are any pressure tactics being used? 5. What tactics are both sides using to strengthen their positions?

The U.S. Capitol riot shows civil unrest is today's major national security threat

January 12, 2021



Anti-scaling fencing is seen in front of the United States Supreme Court, which is across the street from the U.S. Capitol, on Jan. 10, 2021, in Washington. (AP Photo/Alan Fram)

The end of the Cold War marked the beginning of an era of major shifts in the nature of security threats. Internal conflicts and civil unrest of the type we saw in the recent raid on the United States Capitol by Donald Trump supporters have replaced external military aggression as the major source of threat to human lives and state stability.

Non-traditional threats such as transnational crime, cyber-attacks, bioterrorism, infectious diseases, pandemics and climate change are now recognized as posing serious risks to the peace, security and stability of nations.

Nonetheless, this shift isn't reflected in the national security strategies of most countries as they continue to remain fixated on addressing traditional threats through military might.

Low priority

An analysis of the national security strategies of G20 countries, for example, shows that non-traditional security threats like pandemics, cyber-attacks and climate change are either absent from their lists of potential threats or assigned a low priority. The 2017 National Security Strategy in the U.S., for instance, lists "inter-state strategic competition" as the primary national security concern.

Likewise, the entire focus of China's defence considerations, according to its most recent defence white paper, is its rapid economic growth, technological advancements with respect to weapons systems and the shifting international geo-political landscape.

And although Russia's security policy includes political, economic and societal stability, in practice it is overwhelmingly focused on military means to ensure national security.



*In this June 2019 photo, Trump meets with Russian President Vladimir Putin during a bilateral meeting on the sidelines of the G20 summit in Osaka, Japan.
(AP Photo/Susan Walsh)*

Shortcomings

This approach has serious shortcomings that are laid bare by the ongoing pandemic and other recent developments, including the violent attack on the U.S. Capitol and incidents of police brutality that resulted in widespread Black Lives Matter protests last year.

These major events are a stark reminder of the changing nature of threats. They indicate that first and foremost, many sources of human and state insecurity are internal in nature and are often linked to systemic inequities and social injustice.

Secondly, in an era of social media, social and political divisions can be exploited by foreign adversaries to spread disinformation and destabilize nations, as demonstrated by Russian interference in the U.S. political system. What's more, in an era of increased global connectivity, many threats to security, such as infectious diseases and climate change, know no borders. That means the fate of humanity is interconnected in many ways.

All of this suggests that countries around the world need globalism more than nationalism, and investment in human development more than in arms, to achieve national security.



*A brawl breaks out during a protest in Georgia in August 2020 between Black Lives Matter demonstrators and people waving Confederate flags, many of them wearing military gear.
(AP Photo/Mike Stewart)*

Redefining national security

The pandemic and other major events that have occurred in recent months also suggest it's time to redefine the notion of security in broader terms. The concept of human security proposed by the United Nations in 1994 can serve as a useful guide in broadening the notion of security. The UN's multidimensional and people-centred concept of security underscores the structural causes of inequity and human insecurity around the world, and emphasizes collective action to address common threats.

It also draws attention to the fact that that the risks to human well-being and security are present everywhere – in rich and poor nations – and at all times. Human security does not aim to replace the traditional concept of security, but simply widens it by including traditional as well as non-traditional threats.

Threats to security are interconnected, so security cannot be pursued effectively in silos. Health insecurity, for instance, may lead to economic insecurity – as exemplified by the ongoing pandemic – and community inequities in the form of racism may lead to domestic violent conflicts.

Integrated, holistic

National security must therefore be conceived and practiced in an integrated and holistic manner by addressing all sources of threats – both internal and external – posed to human and national security.

It entails maintaining a balance between investment in military and investment in strengthening domestic law and order and bolstering cybersecurity by tackling online sources of disinformation that foreign adversaries can exploit.

It also involves boosting investment in public health and education, providing universal health coverage and eradicating poverty and social exclusion. Finally, national security also requires comprehensive action against global security threats like pandemics and climate change through collective action, multilateralism and global solidarity.

The world is at a critical juncture today. It's time to redefine security in a more profound way for a better, safer and more secure world.

(<https://theconversation.com/uk>)

Task 2. Now that you've learnt quite a bit about the newspaper try to identify the typical extracts from different parts of a newspaper given below.

Obituary football report

Television preview horoscope

Gossip column

Auction report travel and holidays editorial

New car report

Caption parliamentary report

Gardening tips

Recipe headline

(a) The word is that Clinton Ross, 32, playboy son of US steel billionaire Dwight Ross, has left his girlfriend, Lee-Ann Van Post, 26, and is now in Europe.

(b) Prince Edward (left) enjoys a joke with actor Sam Cool (centre).

(c) PREMIER TO PROBE RIDDLE OF 'SPIES IN MINISTRY'

(d) He received a number of international literary awards, culminating in the Nobel Prize for Literature in 1986. He leaves a widow and two sons.

(e) Today is a good day to do business but a bad one for romance. Don't take the members of the opposite sex too seriously today.

(f) Our front page today gives details of the government's new economic proposals. Our readers may think, as we do, that these measures are

too little and too late. We say to the government, not for the first time, it is time...

(g) Mix two eggs yolks with butter in a frying-pan over a low gas. Add sugar and then...

(h) A pair of silver George II candlesticks fetched \$17.000. Bidding was low for Victorian oil paintings but a landscape by Somers went for \$55.000.

(i) Robson equalized with a header from 5 yards just before the half-time whistle.

(j) The cheapest bucket-shop air-return to Hong Kong is now about \$480 and Hong Kong is a good base to visit China and Taiwan. The best season is...

(k) Mr Richard Caulder (West Hall, Labour) asked if the Minister of Transport could inform MPs of train-fare concessions for pensioners. However, the Speaker declared that...

(l) Now is the time to plant roses. Put trees in at least 2' apart, and cover roots with soil.

(m) A hard-hitting documentary series starts tonight at 10:30 p.m. Viewers might be shocked at scenes of...

(n) Road holding and fuel consumption are good but otherwise the performance.

Text 6

READING MOVIE REVIEWS

READING

Task 1. Read the text and be ready to discuss it.

Most of us love to go to the movies – but if there are many movies in town to choose from, the choice can be difficult. Movie reviewers like to help with that choice. Movie reviews are written, not to tell you what to see, but to help you decide whether or not you would like to see a certain film. Movie critics offer their opinions on the qualities of a particular movie. Sometimes their reviews are positive and other times they are negative. Different reviewers may have very different opinions about the same movie. What one movie reviewer finds entertaining, another may find disappointing.

Besides offering their opinions, movie critics also tell a little about the story line to catch our interest and perhaps encourage us to venture to the theatres to see the movies for themselves.

Most reviews include certain kinds of information and to be organized in similar ways. Knowing what to expect can help you get the facts you need and understand the writer's opinions. Here is what you can expect in a typical movie review.

- Title and deck* The title of the review and the deck (a sentence in special print above the review) suggest the reviewer's opinion – whether he or she thinks the movie is worth seeing or not.
- Where* At the top of the review, is the name the movie and the places where it can be seen.
- Introduction* Here the reviewer tells us why he or she thinks the movie is good or not. There is also often a brief summary of what the movie is about, the story line and what kind of movie it is – adventure, horror, romance, for example.
- Actors' Roles* This part gives a short description of the main characters and names the actors who play the parts. Reviews refer to roles the actors have played in other movies.
- Story line* In this part you find out more about the story line and also where and when the movie takes place and what the setting or mood is. There may be more information about the roles as the reviewer talks about the story line.
- Conclusion* The reviewer may conclude with an interesting or thought-provoking question or statement to tempt you to see the movie for yourself. Our local reviewer sometimes makes a link with a local situation or social attitude.

Task 2. Here is a review of “The Insider”.

2.1. Before reading the review below make sure the meaning of the following words and phrases is familiar to you, translate them:

superficially; executive; alleged; malpractice; controversial; scoop; ensue; crusade; ally; disclosure; gag; lawsuit; uphold; slick; ranting; incisive; deadpan sense of humour; glamourize.

2.2. Now read the review

NO SMOKING WITHOUT FIRE

REVIEW: *Heavyweight performances drive this promising Oscar contender.*

The Insider in English at EGV, UA, UMG, Siam Square, Cineplex and World Trade Centre

Director Michael Mann and actors Al Pacino and Russell Crowe combine their eclectic talents to make *The Insider* a powerful suspense drama; film serious viewers can't afford to miss as the Oscar hopefuls queue up for local screening.

Superficially, the film shows how traditional investigative journalism exposes the shameless lies of greedy businessmen; but at its heart it tells the story of two men's struggle against the mighty forces of the capitalist establishment.

Pacino plays Lowell Bergman, a 60 Minutes producer who persuades Jeffrey Wigand (Crowe), a former executive of a giant tobacco company, to blow the whistle on his former employer's alleged malpractices concerning public health. Bergman finally convinces Wigand to talk, only to find out that his network, CBS, has decided to kill the controversial scoop for fear of ensuing legal troubles. This forces Bergman to go behind his bosses' backs in his crusade to pressure CBS into airing the interview; while Wigand, his sole ally, is left to face the devastating consequences of his disclosures.

More impressive, however, is the Australian-born Russell Crowe. He's perfect for the role of the man who knows too much. Wigand, gagged by the confidentiality agreement he signed with the company, is miserably weighed down by all the secrets he's not supposed to divulge; he speaks in a near whisper, eyes lowered, as if the most crucial parts of his speech get blocked in his throat.

Christopher Plummer plays another key character, Mike Wallace, a veteran correspondent of 60 Minutes and close friend to Bergman.

The Insider is based on the Vanity Fair article ‘The Man Who Knew Too Much’, and the film presents a fairly accurate report of this true account which finally led to the \$246 billion lawsuits between 49 states and the US tobacco industry. But truth isn’t what most concerns us: The movie is engaging, fact-packed, fast-paced, and, in a way, inspires us with mixed feelings of anger and surprise at how little we know about the ethical standpoints of these billionaires.

At the centre of the film are the performances of Pacino and Crowe. Bergman is a seasoned newsman who upholds the liberal ideology of a free press (“Are you a newsman or a businessman?”, he barks at a CBS executive); and Pacino simply does what he always does best: slick, ranting, incisive, with a deadpan sense of humour. These are the kind of characters films tend to glamourize.

More impressive, however, is the Australian-born Russell Crowe. He’s perfect for the role of the man who knows too much. Wigand, gagged by the confidentiality agreement he signed with the company, is miserably weighed down by all the secrets he’s not supposed to divulge; he speaks in a near whisper, eyes lowered, as if the most crucial parts of his speech get blocked in his throat.

But despite all the complications, *The Insider* is simple to follow. Unlike other investigative hits, for example *All The President’s Men*, which tells the story of how two *Washington Post* reporters uncovered the Watergate scandal, *The Insider* doesn’t drown us in an ocean of information. The strategy is clear: This film focuses on the characters, not the process.

And, alas, that only makes me wish to see characters like Bergman and Wigand in this country – not the self-proclaimed heroes, but people who’re at least interested in telling the truth about the cigarettes we smoke, the water we drink, the chickens we eat.

NOTA BENE

1. *The Insider* is a 1999 American drama film directed by Michael Mann, from a script adapted by Eric Roth and Mann from Marie Brenner’s 1996 Vanity Fair article “The Man Who Knew Too Much”. It stars Al Pacino and Russell Crowe, with supporting actors including Christopher Plummer, Bruce McGill, Diane Venora and Michael Gambon.

2. **EGV (Entertain Golden Village)** is a cinema operator based in Singapore, fully owned by Orange Sky Golden Harvest of Hong Kong. It was initially set up as a 50:50 joint venture between Golden Harvest (predecessor of Orange Sky Golden Harvest) and Village Roadshow of Australia. It is the largest cinema chain in Singapore, operating 12 multiplexes and cineplexes in the country. It joined hands to open a cinema at Great World City, GV Grand. Started in 1992, it opened Asia's first multiplex, the Yishun 10 multiplex. The cinema has the extensive management, operational and marketing skills of Village, as well as broad depth of experience of Golden Harvest in both film distribution and production across Asia.

3. **UA (United Artists Corporation)**, currently doing business as United Artists Digital Studios, is an American digital production company. Founded in 1919 by D. W. Griffith, Charlie Chaplin, Mary Pickford, and Douglas Fairbanks, the studio was premised on allowing actors to control their own interests, rather than being dependent upon commercial studios. UA was repeatedly bought, sold, and restructured over the ensuing century.

4. **UMG (Universal Music Group)**, also known in the United States as UMG Recordings, Inc. and abbreviated as UMG is an American global music corporation that is majority owned by the French media conglomerate Vivendi, with Chinese tech company Tencent owning a minority stake. UMG's global corporate headquarters are located in Santa Monica, California. The biggest music company in the world, it is one of the "Big Three" record labels, along with Sony Music and Warner Music Group

5. **Siam Square** is a shopping and entertainment area in the Siam area of Bangkok, Thailand. The square is located at the corner of Phayathai Road and Rama I Road and is owned by Chulalongkorn University, managed by its Property Management Office, known as "Chula Property". It is connected to nearby shopping centers and shopping districts, such as MBK Center, Siam Paragon, and Ratchaprasong shopping district, by a skywalk.

6. **Cineplex** is a Canadian entertainment company headquartered in Toronto, Ontario. Through its operating subsidiary Cineplex Entertainment LP, Cineplex operates 165 theatres across Canada. The company operates theatres under numerous brands, including Cineplex Cinemas, Cineplex Odeon, SilverCity, Galaxy Cinemas, Cinema City, Famous Players, Scotiabank Theatres and Cineplex VIP Cinemas.

7. *World Trade Centre* was a large complex of seven buildings in the Financial District of Lower Manhattan, New York City, United States. It opened on April 4, 1973, and was destroyed in 2001 during the September 11 attacks. At the time of their completion, the Twin Towers — the original 1 World Trade Center (the North Tower), at 1,368 feet (417 m); and 2 World Trade Center (the South Tower), at 1,362 feet (415.1 m)—were the tallest buildings in the world.

AFTER READING

Task 1. Translate the following collocations into Russian:

to combine eclectic talents; serious viewers can't afford to miss; to expose shameless lies; controversial scoop; to air the interview; to pressure into doing something; sole ally; devastating consequences; confidentiality agreement; to divulge secrets.

Task 2. What does the phrase “to blow the whistle” mean? (Consult an English-English dictionary).

Task 3. Try to write your own review either of a movie you have recently seen or one you like best. Use the chart with the parts of the review to help you.

Text 7

POLITICAL CARTOONS

READING

Read the text and be ready to discuss it.

A political cartoon, a type of editorial cartoon, is a cartoon graphic with caricatures of public figures, expressing the artist's opinion. An artist who writes and draws such images is known as an editorial cartoonist. They typically combine artistic skill, hyperbole and satire in order to question authority and draw attention to corruption, political violence and other social ills.

Developed in England in the latter part of the 18th century, the political cartoon was pioneered by James Gillray, although his and others in the flourishing English industry were sold as individual prints in print shops. Founded in 1841, the British periodical *Punch* appropriated the term cartoon to refer to its political cartoons, which led to the term's widespread use.

Political cartoons illustrate some aspect of a political issue, often in simplified terms. Yet often a picture can be very effective in dramatizing an issue one device commonly used in political cartoons is caricature, in which physical features of a person in the news are exaggerated.

Political cartoons can usually be found on the editorial page of many newspapers, although a few (such as *Garry Trudeau's Doonesbury*) are sometimes placed on the regular comic strip page. Most cartoonists use visual metaphors and caricatures to address complicated political situations, and thus sum up a current event with a humorous or emotional picture.

Yaakov Kirschen, creator of the Israeli comic strip *Dry Bones*, says his cartoons are designed to make people laugh, which makes them drop their guard and see things the way he does. In an interview, he defined his objective as a cartoonist as an attempt to “seduce rather than to offend”.

Modern political cartooning can be built around traditional visual metaphors and symbols such as Uncle Sam, the Democratic donkey and the Republican elephant. One alternative approach is to emphasize the text or the story line, as seen in *Doonesbury* which tells a linear story in comic strip format.

Cartoons have a great potential to political communication capable of enhancing political comprehension and reconceptualization of events, through specific frames of understanding (Mateus, 2016). Mateus’ analysis “seems to indicate that the double standard thesis can be actually applied to trans-national contexts. This means that the framing of politics and business may not be limited to one country but may reflect a political world-view occurring in contemporary societies. From the double standard standpoint, there are no fundamental differences in the way Canadian political cartoonists and Portuguese political cartoons assess politics and business life” (Mateus, 2016:216). The paper does not tell that all political cartoons are based on this kind of double standard, but suggests that the double standard thesis in Political Cartoons may be a frequent frame among possible others.

A political cartoon commonly draws on two unrelated events and brings them together incongruously for humorous effect. The humour can reduce people’s political anger and so serves a useful purpose. Such a cartoon also

reflects real life and politics, where a deal is often done on unrelated proposals beyond public scrutiny.

There are five elements of a political cartoon (*symbol, exaggeration, irony, labeling, and analogy*). Identify the methods and techniques used by the cartoonist to convey a message.

AFTER READING

Task 1. Translate the following word-combinations into Russian.

A political cartoon; editorial cartoon; cartoon graphic with caricatures of public figures; combine artistic skill, hyperbole and satire; to draw attention to; social ills; to be very effective in dramatizing an issue; regular comic strip page; seduce rather than to offend; traditional visual metaphors and symbols; to emphasize the text or the story line; enhancing political comprehension and reconceptualization of events; the double standard thesis can be actually applied to trans-national contexts; reduce people's political anger.

Task 2. Answer the questions.

1. What is a political cartoon? 2. What are main elements of a political cartoon? 3. What is an editorial cartoonist? 4. What skills does an editorial cartoonist combine? 5. When was the political cartoon pioneered and by whom? 6. What is the main aim of political cartoons? 7. Where can political cartoons be found? 8. What means do cartoonists use and what for? 9. What potential do cartoons have to political communication?

Task 3. Study the following information and use in Task 4.

Analyzing Political Cartoons

Political cartoons: Pictures with a point

A political cartoon is a cartoon that makes a point about a political issue or event. You can find them in any daily newspaper, but they won't be in the comics section. Instead, look on the editorial pages – they're right next to the editorial columns, and across from the opinion essays. You can also find them in newsmagazines and on political Web sites. Political cartoons can be very funny, especially if you understand the issue that they're commenting on.

Their main purpose, though, is not to amuse you but to persuade you. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist's point of view. The best political cartoonist can change your mind on an issue without you even realizing how he or she did it.

Cartoonist's persuasive techniques

Cartoonists use several methods, or techniques, to get their point across. Not every cartoon includes all of these techniques, but most political cartoons include at least a few. Some of the techniques cartoonists use the most are symbolism, exaggeration, labeling, analogy, and irony. Once you learn to spot these techniques, you'll be able to see the cartoonist's point more clearly. You should also be aware of any political slant, or bias, that he or she might have. When you know where the cartoonist is coming from, it's easier to make up your own mind. You might also start watching out for the persuasive techniques used in other media, such as political ads and TV news programs. There are a lot of people out there trying to change your mind – it's a good idea to be aware of how they're doing it.

Persuasive techniques

Symbolism

Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

Exaggeration

Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

Labeling

Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon,

and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?

Analogy

An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.

Irony

Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Analysis questions

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

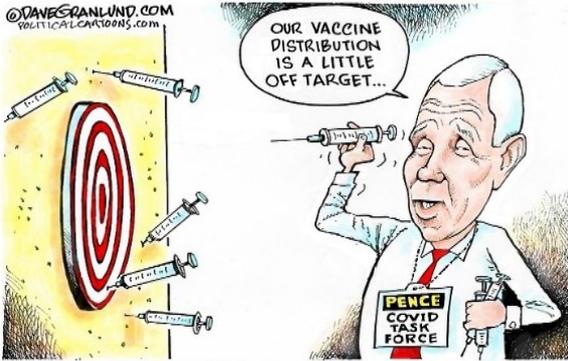
- What issue is this political cartoon about?
- What is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Task 4. Analyze the following political cartoons. Answer these questions.

1. Who or what is pictured in the cartoon? 2. What is the language in the cartoon? Is there a caption on the cartoon? Are there words spoken by the characters? How do the words help you to understand the cartoon?

3. What is the issue presented in the cartoon? 4. What position on the issue does the cartoonist take? 5. Is the cartoon humorous? Satirical? Explain your answer. 6. Did you find the cartoon hard to understand? If so, what information about current events do you need to understand the cartoon?

A)



B)



C)



UNIT 4 INTERVIEW-BASED ARTICLES

Text 1 A JOURNALISTIC INTERVIEW

BEFORE READING

Before reading the text, answer the following questions:

1. How are interviews different from other genres of journalism?
2. Why is this genre still the most popular among the readers?
3. In which sections of newspaper/magazine are you likely to see an interview?
4. Have you ever taken an interview? Who from? What questions did you ask?

READING

Read the text and do the after-reading tasks.

An interview is one of the most popular and engaging genres in contemporary journalism.

Based on the person's actual words, it can hardly be manipulated or skewed.

Interviews are a standard of journalism and media reporting. They are one of the most important methods used to collect information, and present views to readers, listeners, or viewers.

Interviews can inform and entertain, but most importantly, they can teach, help, and inspire.

Interviews can bring into the spotlight the life of celebrities and ordinary people, describing their problems and aspirations, achievements and failures.

A journalistic interview takes the form of a conversation between two or more people: interviewers ask questions to elicit facts or statements from interviewees.

AFTER READING

Task 1. Complete these sentences:

1. An interview is one of the most...
2. Interviews can hardly be...
3. Interviews can inform and..., but most importantly, they can...
4. Interviews can ... the life of celebrities and ordinary people, describing...

5. A journalistic interview can take the form of... 6. Interviews are one of the most important methods used to...

Task 2. Fill in the table with a word from the text, which means the same as (1 – 7).

1 a hope, ambition	a
2 current, existing	b
3 slanted, twisted	c
4 a fiasco, flop	d
5 provoke, stimulate	e
6 appealing, fetching	f
7 a person who is interviewed	g

Task 3. Prepare a 3-minute talk about a famous interview.

Introduce the interviewee and the interviewer. Where was the interview published/broadcast? Which questions seemed to have been prepared in advance and which were the follow-ups? Did the interviewee avoid answering any questions? Was the atmosphere friendly? What questions and answers impressed you the most?

Task 4. Read the interview questions below. Classify them into thematic groups. Highlight the original questions.

1. Where did you go to college? What degrees do you have? Do you have any other special training that has prepared you for your career?
2. What honours/awards have you received? 3. Could you give some personal background (single/married, children, etc.)?
4. Are you involved in any community organisations (charities, churches, etc.)?
5. What are your hobbies?
6. Where did you grow up? Did you move around a lot? If yes, how did this affect you? If not, how did the stability of living in one place all your life affect you?
7. Are there any political or social issues you feel passionately about?
8. Do you have a nickname?
9. List your favourites (books, movies or plays, quotes, poems, websites, types of food or individual dish, music genres, songs, bands or individual musicians, perfume, clothing style or designer, etc.).
10. Where have you travelled?
11. Tell me about your current job. What attracted you to it?
12. How do you keep a healthy

work/life balance? 13. What is most rewarding about your job; what makes it all worthwhile? 14. What's the hardest thing for you about being a _____? 15. So far what's been your most embarrassing moment as a _____? 16. What's the newest, freshest approach you are bringing to your job? 17. What's your favourite funny story about yourself? 18. Name one thing about yourself that most people don't know. 19. What's your life plan? What do you plan to have accomplished in five, 10, 20, and 50 years personally and/or professionally? 20. What was your favourite toy (or game) as a child, and why? 21. What's the best compliment you've ever received? 22. Do you have a model or idol who you aspired to be as a youth? 23. Did you have specific goals as a youth? 24. Who has helped you in your personal or professional career? 25. Has there been a defining moment in your life that made you decide to take the direction in life that you did? 26. Do you have advice to offer people who are aspiring to be as successful as you?

Task 5. Interview your partner on one of the articles she/he has written. Write down a blurb for that article.

NOTA BENE: A blurb is a short description of a book, film, or other product written for promotional purposes. You can take ideas from:

<https://longreads.com/2021/01/11/ten-outstandingshort-stories-to-read-in-2021/>

Text 2

TYPES OF INTERVIEWS

READING

Read the text and do the after-reading tasks.

1. Casual Interview

The casual interview can take place almost by accident. A news source and a reporter happen to meet on the street or at a luncheon or cocktail party. Something that is said, often without premeditation, arouses the curiosity of the reporter.

2. Personality Interview

The personality interview is usually obtained when preparing a feature story and ordinarily does not figure in a news story. There is not enough

space in a daily newspaper for such an in depth interview, though there is always an exception to the rule. The personality concerned may be a celebrity or a nonentity who is doing something out of the ordinary, like raising a snake farm or growing alphonso mangoes, writing a Ph.D dissertation or shining shoes outside the local cinema house. The celebrity, either a politician, a Prime Minister, a film star or a Nobel Prize winner is a known entity.

3. News Interview

The news interview is usually given on a one-to-one basis, with the reporter interviewing their victim with the sole purpose of getting the news. The reporter may have only one subject in mind but they should have been prepared with a set of questions on that subject on which information is sought.

AFTER READING

Task 1. Write down keywords/phrases related to each of the interview types. Use them to retell the text.

- Casual interview.
- Personality interview.
- News interview.

Task 2. What are the differences between these interview formats?

- TV interview.
- Radio interview.
- Online interview.
- Instagram interview.

Task 3. Find examples of a) news interviews, b) personality interviews, c) casual interviews.

Prepare to discuss them. Which news values can you detect in them?

Task 4. Read the article and decide on the type of interview it is based on. Analyze it according to the following questions:

1. Which paragraphs report Mark Zuckerberg's speech? Mark them.
2. Which paragraphs contain information other than Zuckerberg's speech?
3. What's their role? 4. Do they add/explain/exemplify/analyse/provide background, predict? Mark them accordingly. 5. Is the interview factual?

Is there any opinion? 6. Comment on the headline, the opening and closing paragraphs. 7. Comment on the use of quotes.

Mark Zuckerberg Apologises for Facebook's 'Mistakes' over Cambridge Analytica

“Following days of silence, CEO announces Facebook will change how it shares data with third-party apps and admits ‘we made mistakes’. Facebook is changing the way it shares data with third-party applications”, Mark Zuckerberg announced on Wednesday in his first public statement since the Observer reported that the personal data of about 50 million Americans had been harvested and improperly shared with a political consultancy.

The Facebook CEO broke his five-day silence on the scandal that has enveloped his company this week in a Facebook post acknowledging that the policies that allowed the misuse of data were “a breach of trust between Facebook and the people who share their data with us and expect us to protect it”.

“We have a responsibility to protect your data, and if we can’t then we don’t deserve to serve you,” Zuckerberg wrote. He noted that the company has already changed some of the rules that enabled the breach, but added: “We also made mistakes, there’s more to do, and we need to step up and do it.”

Facebook’s chief operating officer, Sheryl Sandberg, shared Zuckerberg’s post and added her own comment: “We know that this was a major violation of people’s trust, and I deeply regret that we didn’t do enough to deal with it.”

Zuckerberg also spoke to a handful of media outlets on Wednesday, including a televised interview with CNN in which he apologized for the “breach of trust”, saying: “I’m really sorry that this happened.” In similar conversations with the New York Times, Wired and the tech website Re-code, Zuckerberg expressed qualified openness to testifying before Congress and said that he was not entirely opposed to Facebook being subject to more regulations.

The crisis stems from Facebook policies that allowed third-party app developers to extract personal data about users and their friends from 2007

to 2014. Facebook greatly reduced the amount of data that was available to third parties in 2014, but not before a Cambridge University researcher named Aleksandr Kogan had used an app to extract the information of more than 50 million people, and then transferred it to Cambridge Analytica for commercial and political use.

The company will investigate apps that had access to “large amounts of information” before the 2014 changes, Zuckerberg said, and audit any apps that show “suspicious activity”. A Facebook representative declined to share how Facebook was defining “large amounts of information” or how many apps would be scrutinized. Zuckerberg said in his interviews that the number of apps was in the “thousands”. The company will also inform those whose data was “misused”, including people who were directly affected by the Kogan data operation.

Zuckerberg’s statement notably did not offer any explanation for why Facebook did not make any effort to inform affected users when Guardian reporters first told the company of the data misuse in December 2015. He did address the question in his press interviews, acknowledging to CNN that it was “a mistake” to rely on Kogan and Cambridge Analytica’s certifications that they had destroyed the data.

“I don’t know about you, but I’m used to when people legally certify that they’re going to do something, that they do it,” he said. “We need to make sure that we don’t make that mistake ever again.”

(<https://www.theguardian.com>)

Text 3

PLANNING AN INTERVIEW

VOCABULARY

accomplished	опытный, квалифицированный
amount	общая сумма, размер
backbone	стержень, суть
beauty contestant	участница конкурса красоты
dimension	важность
to elicit	выявить, извлечь (факт)
goal	цель, задача
interviewee	интервьюируемый
loss	убытки
objective	стремление, цель
Oscar nominee	номинант на премию «Оскар»
to override	отвергать, попира́ть, доминировать
terms of agreement	условия соглашения
thrust	основное значение, направление
vote	голосование

READING

Read the text and do the after-reading tasks.

Of all the things a reporter does to gather information for a story, the most basic is interviewing. The interview is the one main way a reporter gets both background and facts on which to build a story. Interviewing is the backbone of the reporting process, and interview results are the backbone of a news story.

Here is the main key to doing a good interview, the main advice all the experts give: preparation. Interviews are performances and interviewers are their performers. All accomplished performers prepare. A good interview does not just happen; it requires careful and detailed planning and preparation. Skillful interviewers do both.

So, let's assume that your interview has been scheduled, and that you are determined to start cultivating the habits of the professional approach to

interviewing. The process begins with planning, and you should start your planning with a little analysis. What is the goal of this interview?

For purposes of analysis, interviews can be classified to their objective. What kind of information, basically, are you after in this interview? Is the main purpose of it to elicit facts, such as the cost of the project, the amount of the contract, the results of the vote or the terms of the agreement? Or is the basic purpose to get opinions, for example, the reason for the loss, the seriousness of the situation, the meaning of the decision, or what the political candidate sees as the main issue of the campaign? Still another possible purpose is to reveal to the audience aspects and dimensions of the personality and life-style of the interviewee, whether that person be a beauty contestant, sports hero, Oscar nominee or lottery winner. Asked another way, is fundamental thrust of the interview to get facts, to get opinions, or to explore the personality of the guest?

Of course, no interview satisfies just one objective exclusively. Facts and opinions get intermixed, and the manner in which someone answers a question can override the words themselves. Sometimes *how* a question is answered reveals more than what the person said.

But frequently one objective is the main goal of the interview and it helps to think this through ahead of time. Such an analysis will help you to clarify your basic purpose, focus your preparation more sharply, and help you think more clearly about planning.

AFTER READING

Task 1. Find English equivalents in the text.

Стиль жизни; профессиональный подход к чему-либо; с целью чего-либо; стоимость проекта; размер контракта; результаты голосования; причина убытков; четко обозначать основную цель; продумать что-либо заранее; классифицировать.

Task 2. In which meaning are the following words used in the text?

1) *backbone*:

- a) the row of connected bones that go down the middle of your back;
- b) the most important part of an organization, set of ideas, etc.;
- c) courage and determination.

2) *accomplished*:

- a) something that is known to be true and cannot be doubted;
- b) very skillful.

3) *goal*:

- a) something that you hope to achieve in the future;
- b) the action of making the ball go into a particular area to win point in games such as football or soccer.

4) *loss*:

- a) an occasion when you don't win a game or a competition;
- b) money that a business, person, etc. had before, but that it does not have anymore.

5) *thrust*:

- a) the main meaning or most important part of what someone says or does;
- b) a sudden strong movement that pushes forward.

Task 3. Translate the following sentences into Russian:

1. The cocoa industry is the backbone of Ghana's economy. 2. Our division reached its sales goal for the month. 3. Short questions are more likely to elicit a response. 4. The company reported losses of \$82 million for this quarter. 5. The main thrust of their work is to help kids finish high school.

Task 4. Answer the questions.

1. Why is the interview the most basic thing in gathering information? 2. What is the main key to doing a good interview? 3. What kind of analysis should be undertaken before an interview? 4. How can interviews be classified?

DISCUSSION

Task 1. Agree or disagree. Prove your point of view.

1. No interview satisfies just one objective exclusively. 2. Sometimes how a question is answered reveals more than what the person said. 3. A good interview does not just happen; it requires careful and detailed planning, and preparation.

Task 2. How do you understand the statements?

- Interviewing is the backbone of the reporting process.
- Facts and opinions get intermixed, and the manner in which someone answers a question can override the words themselves.

Text 4

RESEARCH AND INTERVIEW

VOCABULARY

brainstorming	коллективное обсуждение проблем при полной свободе выдвижения проектов решения
expertise	компетентность, эрудиция
to overlook	не обращать внимания, не придавать значения
pointer	намек, подсказка
printout	распечатка
to put smb at ease	заставить кого-либо почувствовать себя спокойно и свободно
staffer	штатный сотрудник
storehouse	сокровищница, кладезь
to turn to smb/smth	обратиться к чему-либо
up front	вперед, авансом

READING

Read the text and do the after-reading tasks.

Having spent time thinking about what you want this interview to accomplish, you will want to learn something about the background, talents, expertise, and past activities of the person to be interviewed.

We've already looked at some of the many sources of facts and information you can turn to, but let's go over them again. Some of these sources are obvious, others not so obvious.

First, that expanding universe of computer data banks. Sharpen your ability to search and travel on the information highway, that storehouse of

computer-accessed data with its expanding menu of home pages and their links, and uses and their exchanges.

Don't overlook the telephone as an information-gathering tool. You can contact many sources, cover a lot of ground, and gather information quickly with a telephone. As with any other skill, you need to study telephone interviewing technique, you need to carefully prepare for such an interview, and you need to practice telephone interviewing to improve your skill. Here are some pointers. This is one instance where a printout of your exact questions is helpful. Write the exact questions, get them in their right order for the interview, and edit the wording. Your script should include the exact name and title of the person you are calling, and the telephone number. Your script may even include your own name and your station's call letters (or the name of your college, or the name of your journalism professor and the class for which you are doing this assignment). You include your name on your script because when you get your party on the line it saves everybody's time to get these basics out right away so that you can move quickly to your questions. If you are taping the conversation, make that point clearly, up front. Having the tape rolling at this time has the advantage of "memorializing" on tape your request to tape and your respondent's answer.

With your preparations complete, conduct the call in a businesslike manner. When the other party gets on the line, the very first thing is to make sure you have the right person. Get the exact spelling of the person's name, and her or his exact title. Identify yourself fully. Tell the purpose of your call. You might at this point "confirm" your guest's participation with "I need three minutes of your time to ask you several questions about ... is now a good time for you?" or a similar statement. But, however, you begin; get right to your questions. The other person's time is valuable. Your call is an interruption. Because you are being businesslike, you will be creating the impression of being a person who is organized, who is prepared, who is specific, and who will keep this interruption to an absolute minimum.

For the face-to-face interview, investing productive time getting background on both the guest and her or his "area" is another investment that will pay you dividends. You will be able to approach the interview more confidently. Again, your preparation will show, it will be apparent to the guest,

and it will say, in effect. “Look, I care about this interview and I care enough about you to have done my homework and to have looked into your background a little bit”. That will come across as a compliment to your guest, will put the person a little bit at ease maybe, and (assuming you are sincere) will help create the climate and proper atmosphere for a productive interview. So, first of all, get background yourself. All good interviewers do.

Then get serious about the questions. Think up questions. Lots of questions. As many questions as you possibly can. Sometimes other staffers may join in the thinking process. That is a form of something called “brainstorming”. In brainstorming you all think of as many questions as you can, and someone writes them down. You make big lists of questions. Try to keep the viewer is the ultimate target for the answers.

AFTER READING

Task 1. Translate the following word-combinations into Russian:

past activities; computer data banks; information-gathering tool; to go over something; links; to cover a lot of ground; to improve one’s skill; to get on the line; an interruption; a face-to-face interview.

Task 2. Find the English equivalents in the text.

Источники информации; очевидный, явный; расширяющийся; расположить в правильном порядке; представиться; цель звонка; произвести впечатление; искренний; надлежащая атмосфера; конечная цель.

Task 3. Insert the prepositions if necessary. Translate the sentences into Russian.

1. We’ve already looked _____ some _____ the many sources _____ facts and information you can turn _____ but let’s go _____ them again.
2. You can contact _____ many sources. 3. When the other party gets _____ the line, the very first thing is to make sure you have the right person. 4. You will be able to approach _____ the interview more confidently. 5. I care _____ this interview and I care enough _____ you to have done my homework, and to have looked _____ your background a little bit. 6. That will come _____ as a compliment _____ your guest, will put the person a little

bit _____ ease maybe. 7. Sometimes other staffers may join _____ the thinking process. 8. Try to keep the viewer _____ mind because the viewer is the ultimate target _____ the answer.

Task 4. Find in the text the words, which describe or mean the following:

1. Special skills or knowledge in a particular subject that you learn by experience. 2. To ignore and forgive someone's mistake, bad behavior, etc. 3. Something that contains a lot of information. 4. A useful piece of advice or information that helps you do or understand something. 5. A sheet or length of paper with printed information on it, produced from computer. 6. Someone who is paid to work for an organization. 7. The act of trying to develop ideas and think of ways to solve problems, done with a group of people.

DISCUSSION

How important are the following attributes in helping the reporter to prepare a good interview? Explain your choice and prove it giving examples.

Very important

Important

Not important

A practical mind; ability to express oneself; ability to work fast; accepting responsibility; being good with figures; concentration; experience; good education; good social background; ability to write well; being good at flattery; ambition; being good with people; patience; willingness to take risks.

Text 5

ORGANIZING AN INTERVIEW

VOCABULARY

to abstain

воздерживаться

to anticipate

предугадать

back and forth

назад и вперед

back-up

запасной, резервный

backward

назад

blank

провал в памяти

build-up

нарастающий

to fall back on smth	прибегать к помощи чего-либо
fuzzy	неопределенный, расплывчатый
to intent on smth	настойчиво стремиться
motion	предложение
mundane	заурядный
to overcome	преодолеть
pitfall	ловушка, опасность
preferable	предпочтительный
puzzled	озадаченный
random	случайный, непродуманный, беспорядочный
to rank	классифицировать, расставлять
rough draft	первоначальный вариант
seasoned	закаленный
to sequence	выстроить последовательность
to sift	скрупулезно анализировать
to take the time	не спешить
to that effect	для этого, с этой целью
to touch on smth	затрагивать
unrelated	не имеющий отношения к чему-либо
to weed out	избавляться
wording	формулировка, форма выражения

READING

Read the text and do the after-reading tasks.

With a full set of questions you are ready for the next step in the process, organizing. One part of organizing is to group the questions into categories so that they're not jumping around all over the place and going back and forth in random fashion. You should try to avoid having to say in an interview. "While we were on the subject of 'X' I should have asked you ..." or words to that effect. Occasionally you will have a good reason to go back to something touched on earlier in an interview but generally, it is preferable that the interview move forward not backward.

Another part of organizing is to rank the questions according to their importance. Frequently you'll be able to sequence a progression of questions that leads step by step to the more important ones. You'll have your main questions, of course, and you'll want to have some secondary questions as well. And then, just to be safe, have some back-up questions.

During this time of sifting, sorting, and organizing your questions, you should weed out those which have little or nothing to do with your topic, those which are mundane, those whose answers are ready well known or could be easily learned just by doing a little research.

Having done your research you'll recognize questions that fit the "don't use" category. Also, don't be too intent on fitting every last question into same category. Some questions will not fit no matter what scheme of categorizing you use – they just seem unrelated to any others in the pile.

As you organize the questions also start working on their wording. Try to hear how the questions sound, and try to hear them as your guest is likely to hear them. Don't be so ready to accept the first phrasing that comes to mind. Rather, be critical of the rough draft wording. Edit the question to sharpen it. Is this question clear? Can it be interpreted in more than one way? Does it have words with fuzzy meanings in it? Nothing will slow down the forward motion of an interview more quickly than a puzzled guest saying, "I'm not sure I understand the question," or "What do you mean by ...?"

Does the wording make the question an open-end or a closed-end? An open-end question is just what the label implies. It lets the respondent take

the answer in any direction he or she wishes. “How do you feel about ...” and “What do you think of ...” are examples of open-end wording. Some experts believe an open-end question is a good way to get an interview started because it helps to create a more relaxed atmosphere, allows the guest to hear the sound of her or his own voice, allows a release of build-up nervous tension and anxiety, and generally makes for a smooth and easy start to the conversation.

A closed-end question focuses the answer by reducing the guest’s options for an answer. “Will you vote for or against the motion?” is a closed-end question because it narrows the range of possible answers. Of course, the guest might reply, “I haven’t decided yet,” or “I plan to abstain,” so just how “closed” a closed-end question is depends not only on exactly how it is worded but also how the respondent chooses to reply.

During this evaluation of the phrasing and ending, you will want to look carefully too at whether your question might be a “yes-no” question. “Q. – Do you play the piano? A. – Yes? I do. Q. – Do you enjoy that? A. – Yes, I do. Q. – Do you play any other instrument?”

If you take the time to say aloud each of your proposed questions, trying to hear it as your interviewee is likely to hear it, and trying to anticipate what the answer might be, you will avoid some of the more common pitfalls of interviewing.

Should you script the final versions of your questions? Some beginners find that this helps overcome their anxiety; it gives them a sense of confidence to know that if their mind goes blank, they can fall back on a written list. However, most seasoned reporters seem to agree you should not read questions to your guest.

AFTER READING

Task 1. Translate the following word-combinations into Russian:

a full set of questions; a release of built-up nervous tension and anxiety; to make for something; an easy start; to reduce options; to narrow the range; the evaluation; common pitfalls of interviewing; to overcome one’s anxiety; a sense of confidence.

Task 2. Find the English equivalents in the text:

наобум; иметь все основания для чего-либо; по степени значимости; второстепенные вопросы; на всякий случай; не иметь ничего общего с темой; критически относиться к чему-либо; замедлить; создать более непринужденную атмосферу; голосовать за/против предложения.

Task 3. Fill in the gaps with the words from the box and translate the sentences into Russian.

Fuzzy; preferable; intent; blank; touched on; backward; back-up; rough draft; options; focuses; overcome; fall back

1. You will have a good reason to go back to something _____ earlier in an interview but generally it is _____ that the interview more forward, not _____. 2. Just to be safe, have some _____ questions. 3. Don't be too _____ on fitting every last question into some category. 4. Be critical of the _____ wording. 5. Does it have words with _____ meanings in it? 6. A closed-end question _____ the answer by reducing the guest's _____ for an answer. 7. Some beginners find that this helps _____ their anxiety; it gives them a sense of confidence to know that if their mind goes _____, they can _____ on a written list.

Task 4. Find in the text the words, which describe or mean the following:

1) ordinary and not interesting or exciting; 2) unclear or confused and lacking details; 3) to say that you are not voting either for or against something in an election; 4) to decide that something is not possible or appropriate; 5) a problem or difficulty that is likely to happen in a particular job, course of action or activity; 6) to successfully deal with a feeling or problem that prevents you from achieving something; 7) someone who has a lot of experience in a particular activity; 8) happening or chosen without any definite plan, aim, or pattern.

DISCUSSION

Describe the process of organizing the interview using the following words:

to group; to avoid; to go back; to touch on; to move forward; to rank; to weed out; to fit; to edit; to sharpen; to create; to focus; to sequence; to lead to; to sift; to sort; to rule out; to script; to overcome; to fall back.

Text 6

SCHEDULING AND EXECUTING AN INTERVIEW

VOCABULARY

to adhere to smth	придерживаться чего-либо
to be agreed	прийти к единому мнению
animation	живость, воодушевление
attire	одежда
canned	заготовленный заранее
to catch smb by surprise	застать врасплох
to confirm	подтвердить
to fiddle with	возиться
gear	механизм
to grope	подыскивать (слова)
to hang up	повесить трубку
hesitant	нерешительный
to lack in smth	испытывать недостаток в чем-либо
on the other hand	с другой стороны
out of the blue	внезапно, неожиданно, без предупреждения
paraphernalia	принадлежности
to pour down	сыпаться, литься (о словах, вопросах)
in practice	фактически
rehearsed	отрепетированный
spontaneity	непосредственность, спонтанность
tentative	неуверенный

READING

Read the text and do the after-reading tasks.

Many interview appointments are arranged over the phone. If you are the one to contact the interviewee to schedule the interview, plan the phone approach part of it as well.

When you set up the interview, be businesslike. Be polite of course, but don't waste time: be organized, be direct, be specific. Identify yourself fully and clearly. Make sure the guest understands the interview is going to be videotaped – make sure of this up front! Tell the purpose of the interview and give the guest a general idea of the area you want to ask about, the general line of the questioning.

If the guest asks “Well, what do you want to know about that?” be ready to respond. Perhaps something like “Well, that is what I want to talk with you about. Shall we make it for 10:30 or would 11 o'clock be better for you?” may work. (Note, your question is closed-end. Either choice is OK for you!) confirm the details before you hang up: “OK, I'll see you tomorrow at 10:30 in the morning, in your office”. Adhere strictly to these arrangements.

During guest-reporter chatting just before the interview, should you tell your guest the exact questions you are going to ask? Journalists are pretty uniformly agreed you should not. The risk is that the answers may sound canned, rehearsed, and lacking in animation and spontaneity, or hesitant and tentative. When the guest is told exact questions before the interview, what often happens is that he or she gives an answer in practice and then, when the light goes on, gropes to re-create that exact answer.

On the other hand, it is standard procedure to tell the guest what areas you want to cover so that the questions don't come pouring down out of the blue, catching the guest by surprise, breaking concentration, and making him or her less able to deal with the question effectively.

At the interview, start communicating immediately. The fact that you are on time does exactly that. So does your attire. Be a lady. Be a gentleman. In addition, dress appropriately.

Your equipment should be set up quickly and efficiently. It should have been tested and checked out before leaving the shop. This is no time to

fiddle with gear. Many people find recording equipment disturbing, even frightening, and you need to help ease that tension, or at the very least not make it worse by calling undue attention to the paraphernalia.

AFTER READING

Task 1. Translate the following word-combinations into Russian:

identity oneself fully and clearly; to respond; chatting; pretty uniformly; to sound canned and rehearsed; to cover; to break concentration; to deal with the question effectively; to be tested and checked out; to find something frightening.

Task 2. Find the English equivalents in the text:

по телефону; связаться с кем-либо; тратить время; убедиться; сразу же, немедленно; цель интервью; прийти вовремя; быть одетым в соответствии с чем-либо; установить оборудование; снять напряжение.

Task 3. Find in the text the words, which describe or mean the following:

1) to stick firmly to something; 2) not having enough of a particular quality, skill, etc.; 3) not define or certain, because you may want to change your mind; 4) excitement; 5) to try hard to find the right words to say; 6) suddenly and without warning; 7) to keep moving something or touching something with your fingers because you are bored or nervous.

Task 4. Translate the following sentences into Russian:

1. Few people adhere to the guidelines. 2. She certainly is not lacking in determination. 3. Workers have reached a tentative agreement with management. 4. He spoke with real passion and animation. 5. He looked tired, and groped for words at the news conference. 6. Symptoms of the disease often appear out of the blue. 7. She fiddled with the lock, trying different combinations.

WRITING

Write down a plan of scheduling and executing an interview with a celebrity.

UNIT 5 LAW AND MASS MEDIA

Text 1 THE PRESS AND THE LAW

BEFORE READING

Task 1. Read the information below, which may help you to discuss controversial issues concerning the press. Get ready to explain what the sections mentioned below imply.

At present in Britain there are no specific press laws. Certain others, however, include sections, which apply to the press. These include:

- the extent of newspaper ownership in radio and TV companies;
- the transfer of newspaper assets;
- restriction on reporting certain court proceedings;
- restriction on publishing material that could incite racial hatred;
- the right of press representatives to be admitted to local authority meetings.

Laws covering contempt of court, official secrets, libel and defamation are of particular relevance to the press. Comments on judicial proceedings, which may prejudice the court's reputation for fairness, cannot be published, nor can anything which might influence the result of a trial. Most legal proceedings against the press are libel actions brought by private individuals. There are also restrictions on the publication of certain advertisements for remedies for certain diseases and some prize competitions. Copyright is also protected by law.

The Press Complaints Commission was established to ensure that newspapers and periodicals follow a Code of Practice drawn by newspaper and magazine editors and adopted by the industry. The Code of Practice covers such matters as inaccuracy, harassment, intrusion into privacy and discrimination by the press. The Commission, whose members are drawn from both the public and the press, receives and adjudicates upon complaints about possible breaches of the code. It also gives general guidance to editors on ethical issues. All complaints are dealt with on paper, rather than at a formal hearing. Most complaints are about inaccuracy. The Commission

publishes regular reports listing every complaint and details of how this is being pursued. The Commission is financed by a levy paid by newspapers and magazines.

Task 2. Before reading the text discuss the following questions.

1. Should journalists be allowed to write and publish what they like? Why? / Why not? 2. Does the government have the right to censor the press? Under what conditions? To what extent? To what purpose? 3. Does the public have the right to control journalists?

READING

Read the text and be ready to discuss it.

WHO CARES ABOUT A FREE PRESS?

Henry Grunwald, TIME

UNESCO has proclaimed May 3 World Press Freedom Day. In the American consciousness this is not likely to rank with Mother's Day, Secretaries' Day, Pharmacists' Day, or even KissYour-Mate Day, but deserves some attention at a time when America is more dissatisfied than ever with its own media.

The exercise brings to mind a 17th century English pamphleteer named John Twyn, who published a defense of revolution. Condemned for treason, he was hanged, cut down while still alive, emasculated, disemboweled, quartered and, presumably to make absolutely sure, beheaded. A great many Americans today feel that this is just about the treatment appropriate to their journalists. Elsewhere in the world, they are in fact treated almost that way.

After the collapse of the Soviet Union, democracy seemed to be on the march everywhere, together with an independent press. Much of that promise came true, but lately it has receded again. The Russian press, for example, forcefully criticizes the government in ways undreamed of a few years ago. Russian television has made Chechnya a living-room war. As a result, there has been a vehement backlash. All camps – bureaucrats, politicians, the military, entrepreneurs and criminals – seem to have declared open season on the press. Within the past months an investigative reporter and a prominent TV personality were assassinated. Reformers believe that the press is the last hope for democracy in Russia.

The situation is similar in some of the old Soviet republics and satellites. Both former communists and former dissidents are fighting daily to maintain or re-impose state control of the media. In Tajikistan, beset by civil war, the government suppressed all independent media. In Armenia police habitually raid editorial offices. In Romania journalists are often under surveillance. In Slovakia a proposed law would provide one-to-five year jail sentences for journalists who “demean” the country from abroad. In Poland, the Czech Republic and Hungary the situation is better, but everywhere governments exert pressure by controlling paper supplies, distribution facilities and especially broadcast licenses.

The battle is not confined to former communist areas. In Turkey, a NATO member, more than 70 journalists were in jail at the end of last year. Despite much progress in Latin America, licensing of journalists and other controls are widespread. Argentina recently threatened to pass a law providing up to 10 years of prison for “dishonoring the name of a politician”.

Many of the world’s governments have enshrined press freedom in their constitutions but feel free to ignore it. A charter drawn up by the World Press Freedom Committee condemns censorship in all its forms and proclaims freedom of expression as an essential human right. But government resistance to the charter’s principles is tenacious. There is the argument from patriotism: nations, especially when in crisis, cannot tolerate destructive criticism. There is the argument from culture: chaotic Western concepts of freedom cannot be applied to societies based on order and stability. There is the argument from economics: undue press attacks undermine development. There is the argument from idealism: an irresponsible press is apt to spread racial and ethnic hatred. All of these assertions contain elements of truth. It is nearly impossible to export the First Amendment of the American Constitution, for example, to countries without deep roots and habits of freedom. In many parts of the world, journalists lack any tradition of objective reporting. But for the most part, the fight against press freedom comes down to politicians protecting themselves and the status quo.

That is ultimately untenable in a world of instant communications that cross all frontiers. And in a global marketplace the notion that authoritarian

rule can be combined with free enterprise – the notion might be called Lee Kuan Yewism, for Singapore’s Godfather – cannot work indefinitely.

The US maintains that countries aspiring to membership in NATO, in the European Union or in the wider community of developed nations must respect democracy, free enterprise and human rights. But Washington is notably passive in promoting freedom of the press.

Why should Americans care? Because if there is to be a world in which the US can enjoy a measure of security and prosperity, the spread of democracy is essential. And democracy is impossible without a free press. Free and responsible, of course. But; responsibility is not likely to be taught by the Twyn treatment or lesser forms of repression.

Looking at the rest of the world, American journalists have reason to be grateful that the only real threat they face is angry words. And the American public has reason to be grateful that its press, for all its sins, is still the most professional and responsible in the world. Could that mutual recognition produce a glimmer of detente between press and citizens? According to recent surveys, a majority of Americans believe that the media only get in the way of solving problems. But, a majority also believes that the press keeps powerful people from becoming too powerful. Perhaps that thought should be the message of World Press Freedom Day, everywhere, including the US.

AFTER READING

Task 1. Find the English equivalents for the following Russian phrases in the text:

приговорить кого-либо к смерти за измену; яростная ответная реакция; объявить сезон охоты на журналистов; быть охваченным войной; совершить налет на редакцию; принижать достоинство страны; увековечить свободу прессы в конституции; мешаться под ногами.

Task 2. Translate the following word-combinations into Russian:

condemned for treason; to be hanged; emasculated; disemboweled; appropriate to; the collapse; an independent press; to recede; a living-room war; a vehement backlash; an investigative reporter; to be assassinated; to maintain or re-impose state control; one-to-five year jail sentences; to exert

pressure; paper supplies; distribution facilities; broadcast licenses; dishonoring the name of a politician; to enshrine press freedom; tenacious; an irresponsible press; mutual recognition.

Task 3. Answer the questions.

1. Does the author provide an answer to the question in the title? Is the title of the article a question in fact? 2. How can you describe the style of the article? (formal-informal, emotional-neutral, personal-impersonal) Quote the article to prove your impression. 3. What part does the paragraph about John Twyn play in the article? 4. What repressive measures used against the press throughout the world are mentioned in the article? 5. What reasons according to the author make the public object to the freedom of the press? How valid are those reasons from his point of view? 6. Why do most world governments favour censorship of the press? 7. How does the author describe the relationship between the American citizens and journalists? 8. What is the role of a free press in a democratic society?

DISCUSSION

Explain the following points of the text.

1. UNESCO – What do those letters stand for? 2. Why are the names of some days mentioned in the article spelt with capital letters? 3. What is the First Amendment about? When was it made? Why? 4. What is the origin of the words: detente? Status quo? 5. What do those words mean in plain English? 6. How many different meanings of the word “godfather” do you know? In what meaning is it used in the article?

Text 2

CENSORSHIP

Censorship is defined as the practice of officially examining films, books, letters etc. to take out any parts, which are considered to be morally harmful or politically dangerous.

READING

Read the passage that follows and jot down the pros and cons of censorship.

Views about censorship are of two main kinds.

Proponents of censorship take the view that the loss of freedom that censorship involves is a necessary evil because there is likely to be a far greater loss of freedom without censorship than with it. Opponents of censorship argue that censorship itself is a far greater threat to freedom, than any of the dangers it supposedly guards against.

Those who favour censorship base their arguments on the view that, if left to their own devices, human beings do not always act in the best interests of their fellow men and women. They need to be protected from themselves by governments in much the same way that parents need to protect their children from the consequences of some of their natural instincts. To believe otherwise is seen as at best naive, at worst plain foolish.

Thus, without censorship, supporters of this view argue, it would be impossible for governments to prevent military secrets from reaching a country's enemies. Likewise, unless the government has some control over the media, irresponsible journalists or broadcasters would be free to create unrest by spreading false information. By the same token, it is argued that it is necessary to have laws against matters such as pornography in order to protect the rights of vulnerable groups within society, such as women.

Supporters of this general view believe that the threat to human rights would be much greater without the protection of censorship. The means are seen as justifying the end: it is better to sacrifice a small amount of freedom in the interests of ultimately creating much greater overall freedom. According to their views, there is really no such thing as freedom, merely uncontrolled opportunities for the more powerful and unscrupulous to exploit the weaker and law-abiding.

Opponents of censorship accept that human beings do not always act in the best interests of their fellow citizens. They differ from supporters of censorship, however, in terms of what they see as the remedy. According to their view, the best guarantee of human rights is a society with as few restrictions as possible, much as the role of parents can be seen as not just to control their children but to help them to grow up to be responsible adults.

Thus, the responsibility for regulating society is seen to belong primarily to the ordinary citizen rather than the government. This view acknowledges human weaknesses, but also recognizes the potential of humanity for

self-regulation. Thus, from this point of view, it is up to the individual citizen to take whatever action the law permits regarding matters such as unfair or inaccurate newspaper, television or media reporting, pornography, and so on. As a first line of defense, citizens have the choice of denying the offending material an audience, simply by switching off or refusing to buy. Beyond this, the argument runs, citizens can use the existing laws of the land against obscenity, libel, slander and so on, without the need for an extra level of censorship-based legislation. It is also argued by supporters of this view that a responsible citizenry is the best defense against irresponsible behaviour by those set on attempting to exploit their fellow citizens.

Thus, while allowing that there may be times of national emergency, such as war, when censorship is justified, opponents of censorship would argue that it is in general unnecessary, and takes away from ordinary citizens a role that is rightfully theirs, and gives to government one that is inappropriate. Opponents of censorship also point out that its supporters are naive in their assumption that governments are always more benign than the forces they oppose. It is only too easy for the censorship to be exploited as a weapon of oppression by a ruthless government.

In conclusion, censorship can perhaps best be regarded as a mixed blessing. It has the potential to protect society from harmful influences, but, equally, it may act as a harmful influence itself. It may be impossible to say whether censorship is ever totally beneficial or not. Much will depend on the circumstances in which it operates. In a society, which is relatively immature and insecure, it may provide much-needed stability and protection. In other societies, however, it may act as a brake on liberties, or, worst of all, be used as an instrument of repression and terror.

AFTER READING

Task 1. Using the information from the text write down Pros and Cons of censorship.

PROS

CONS

Task 2. Give the English equivalents for the following Russian words and phrases:

сторонники; противники; неизбежное зло; вызывать волнения, распространяя дезинформацию; материалы оскорбительного свойства; лишить кого-либо аудитории; точно так же, таким же образом; придерживаться точки зрения, полагать; признавать, что; расходиться во мнении по поводу того, что считается панацеей; проявлять наивность, полагая; неоднозначное явление, палка о двух концах.

Task 3. Translate the following word-combinations into Russian:

a far greater threat to freedom; to prevent military secrets; irresponsible journalists or broadcasters; to be free to create unrest; to protect the rights of vulnerable groups; the protection of censorship; to sacrifice a small amount of freedom; in the interests of ultimately; unscrupulous; law-abiding; the remedy; unfair or inaccurate newspaper, television or media reporting; the offending material; obscenity, libel, slander; censorship-based legislation; national emergency; a weapon of oppression; a mixed blessing; harmful influences; relatively immature and insecure.

Task 4. Use the verbs or their derivatives from the box in the following word combinations.

*to press; to depress; to express; to oppress; to suppress; to impress;
to repress; to compress*

to _____ a newspaper; _____ air; to exert _____; _____ measures; a free _____; to _____ the population; freedom of _____; to _____ one's lips; an instrument of _____; to be _____ for time; under _____ from; to _____ the truth; _____ of a revolt; to be favourably _____; to _____ a report into a page; _____ desires; periods of deep _____; the most _____ results.

Task 5. Fill in the gaps with the verbs from the box or their derivatives.

1. Compared with its fairly restricted range of activities earlier in the century, the state gives the _____ of intervening in just about every corner of British life. 2. British nationalism – when it is sober and is not paraded around football grounds – is healthy, an _____ of Britons' genuine affection for their country. 3. The Government is at the moment under no electoral _____: on the contrary, its lead in the opinion polls remains formidable.

4. Such exports would be banned if there was a risk that they might be used for internal _____ and the abuse of human rights in that country. 5. Vulgar feminism consists in the idea of powerful men _____ helpless, innocent women. 6. During the Great _____ many banks and businesses failed, and millions of people lost their jobs in the US and Europe. 7. The editor tried hard to _____ his anger and resentment but finally lost his temper.

DISCUSSION

Discussing the Pros and Cons of an Issue.

When you consider the pros and cons of an issue, you are looking at the good or strong points (pros) and the bad or weak points (cons) of that issue. By considering both the pros and the cons of an issue, you are better able to understand and discuss it.

1. In small groups, discuss the arguments, giving your reasons for agreeing or disagreeing with them. Note that what one person considers a “pro” someone else may consider a “con”.

2. In small groups, consider the problem of censorship. How has censorship affected different cultures around the world and your country? Does censorship have a positive or a negative influence on modern society?

3. Have one member of your group summarize the group’s discussion for the class and point out any conclusions you have reached.

Text 3

COPYRIGHT LAW

VOCABULARY

copyright	авторское право
to copyright	обеспечивать авторское право
copyright law	закон о защите авторских прав
copyright notice	предупреждение о сохранении авторского права
copyright protection	охрана авторских прав
lease	аренда, наем
lending	ссуда, заем

rental	сумма арендной платы; рентный
	доход
without charge	бесплатно

READING

Read the following text

The purpose of a copyright is to secure for the creator of original material all the benefits earned by creating it. Copyrights apply not only to written words but also to illustrations, plays, musical works, motion pictures, sound recording, graphics, sculptures, pantomimes, and dances. Two aspects of copyright law concern you: the use of copyrighted material and the protection of the work that you do.

The copyright law protects original material published during and after the author's lifetime as well as unpublished material.

If the material is prepared "for hire", the protection runs for 75 years from the first year of publication or the first year of creation, whichever is shorter. Anything you write on the job is considered "for hire", and your client or company is the owner of your work, including the copyright.

Material does not have to be printed or distributed for copyright protection. As soon as it is created in a concrete form, it is protected, particularly if it bears a copyright notice but also even if it does not.

Distributing or offering to distribute copies of a work to the public is considered publication. Such distribution may be free or paid.

If you want the most unassailable copyright protection, you should take formal steps to acquire it as soon as any material is published.

News releases, features, and illustrations accompanying them are not normally copyrighted. Booklets, leaflets, books, and similar publications usually are copyrighted unless there is a desire to allow others to reproduce them. In that case, it is customary to place a notice in the publication stating that reproduction and distribution of copies is permissible without charge.

Fair use of materials, in general, can be done for purposes of criticism, comment, news reporting, teaching, scholarship, or research. If you are writing something and want to use a quotation from a copyrighted article or

book, you may do so as long as you give proper credit to the author and the source.

If you quote a lengthy passage from an article or a book, however, it is best to get permission. In general, using a paragraph from a 1,000-word article is acceptable, but using several paragraphs might constitute copyright infringement if permission has not been obtained. Writers should also be careful about using whole paragraphs of copyrighted material with only a few words changed. If the content and structure of the sentences are virtually the same, this constitutes not merely copyright infringement but also plagiarism, a form of theft.

Writers of company newsletters and magazines, primarily using information for news reporting purposes, generally are within the boundaries of the fair use concept.

Writers who prepare materials directly supporting the sales of a product or service (news releases, advertisements, promotional brochures), however, need to be more concerned about copyright infringement.

The use of a selected quotation from an outside source in a product news release or sales brochure, for example, should be cleared with the source.

In addition, using selected quotes may distort the author's meaning. For example, a research report may give a new computer product an overall poor performance rating but mention some good things about the product too. To use only the favorable quote from the review in a news release or advertisement, the computer company should clear the quote with the report's authors to avoid possible lawsuits.

Titles of books and plays cannot be copyrighted, but the principle of unfair competition applies nevertheless. Lawyers say that a public relations staff should not copy anything if the intent is to capitalize on or take advantage of its current renown. The key to a lawsuit is whether an organization is in some way obtaining commercial advantage by implying that a service or product has the endorsement of or is closely allied with the literary property. This is also a problem in using names and logos that closely resemble registered trademarks of well-known companies.

The use of cartoons, illustrations, and photographs from outside sources (either previously published or unpublished) always requires copyright permission. Copyright infringement also extends to videotaping television documentaries or news programs if the intent is for widespread use of the material to internal or external audiences.

Another category that always requires copyright permission is musical material. The holders of musical copyrights do not permit use of any part of their compositions without prior written permission. It is forbidden to quote even a part of a lyric or to play only a few bars of a tune. But also keep in mind that most classical music, especially that of the seventeenth and eighteenth centuries, is in the public domain and can be used without permission.

AFTER READING

Task 1. Give English equivalents:

кража; в рамках; исказить смысл; напоминать что-либо; торговая марка; отрывок (выдержка); музыкальные произведения; широкое использование; предосторожность; конкурент.

Task 2. Give Russian equivalents:

unassailable; virtually; to profit from smth; to obtain commercial advantage; to extend to smth; a lyric; a bar of a tune; to retain rights; to bear a notice; overall; to advance the sales and profits; an unauthorized use.

Task 3. Insert prepositions:

1. Writers _____ company newsletters and magazines, primarily using information _____ news reporting purposes, generally are _____, the boundaries _____ the fair use concept. 2. The use _____ a selected quotation _____, an outside source _____ a product news release or sales brochure should be cleared _____ the source. 3. Copyright infringement also extends _____ videotaping television documentaries or news programs if the intent is _____ widespread use _____ the material _____ internal or external audiences. 4. The purpose _____ a copyright is to secure _____ the creator _____ original material all the benefits earned _____ creating it. 5. Fair use _____ material, _____ general, can be done _____ purpose _____ criticism, comment, and news reporting.

Task 4. Answer the questions.

1. What is the purpose of a copyright? 2. Do copyrights apply only to written words? 3. How long does the copyright law protect original material? 4. Does material have to be printed for copyright protection? 5. Is distributing or offering to distribute copies of a work to the public considered publication? 6. For what purposes can fair use of materials be done? 7. When is permission to quote absolutely necessary? 8. What is plagiarism? 9. Should the use of a selected quotation from an outside source in a product news release be cleared with the source? 10. How may using selected quotes distort the author's meaning? 11. Can titles of books and plays be copyrighted? 12. Does the use of cartoons, illustrations, and photographs from outside sources require copyright permission?

DISCUSSION

Task 1. Explain the following statements:

- Lawyers say that a public relations staff should not copy anything if the intent is to capitalize on or take advantage of its current renown.
- The key to a lawsuit is whether an organization is in some way obtaining commercial advantage by implying that a service or product has the endorsement of or is closely allied with the literary property.
- If the material is prepared “for hire”, the protection runs for 75 years from the first year of publication or the first year of creation, whichever is shorter.

Task 2. Speak on:

- How do you understand the statement: “Ideas cannot be copyrighted, but expression of these ideas can be”?
- Do you know any cases of copyright infringement?

TRANSLATION

Translate the following text into Russian.

Guidelines for Using Copyrighted Materials

Personnel can avoid costly lawsuits by observing the following guidelines:

- Ideas cannot be copyrighted, but expression of those ideas can be.

- Be careful about using the titles of movies, books, and songs as themes for public relations materials and programs.
- News releases and publicity photographs are not ordinarily copyrighted because their purpose is widespread distribution and use by the media.
- Major public relations materials (brochures, pamphlets, newsletters, videotapes, and position papers) should be copyrighted if only to prevent unauthorized use and copying of the format by competitors.
- Copyrighted material intended to advance the sales and profits of an organization should not be used unless permission is obtained.
- Copyrighted material should not be taken out of context, particularly if it implies endorsement of the organization's products or services.
- Reprints of an article should be ordered from the publisher.
- Permission must be obtained from the copyright owner to use segments of popular songs (written verses or sound recordings)
- Permission is required to use segments of television programs or motion pictures.
- Photographers retain rights to negatives, and permission must be obtained to reprint photos for uses other than originally agreed on.
- Photographs of celebrities living or dead cannot be used for promotion and publicity purposes without permission
- Permission is required to reprint cartoons and cartoon characters. Cartoons, like other artwork and illustrations, are copyrighted.
- Government documents are not copyrighted, but caution is necessary if the material is used in such a way as to imply endorsement of products or services.
- Private letters, or excerpts from them, cannot be published or used in sales and publicity materials without the permission of the letter writer.

Text 4
TRADEMARK LAW

VOCABULARY

advisory	консультант; инструкция, совет
to capitalize	печатать или писать прописными буквами
to capitalize on	наживаться, извлекать выгоду
to fight a lawsuit	защищать иск в суде; отстаивать дело
to infringe on a trademark	нарушать закон о торговой марке
to lose a bid	потерпеть неудачу
lost a bid to trademark the word “windows”	не удалось получить слово “windows” в качестве торговой марки
to monitor publications	контролировать публикации
to trademark	иметь торговую марку

READING

Read the following text

An organization’s name, products, slogans, and manufacturing processes are usually trademarked. That means that these things are officially registered and their use is restricted to the owner or manufacturer. A trademark is legally protected and should be capitalized whenever it is used.

A trademark is a valuable asset zealously guarded by its owners. Sony, Coca-Cola, IBM, Porsche, McDonald’s, and Reebok are all registered trademarks. So is the Mercedes-Benz star symbol.

Organizations and corporations protect their trademarks in various ways. One method is to establish standard policies on how the organization should use and display its trademarked names. You must know the registered trademarks of your company and how they may be used.

Companies also guard their trademarks by continually using them, sending advisories to media outlets about proper use of these trademarks, placing advertisements in journalism publications reminding readers of

trademarked names, and monitoring publications to ensure that other organizations are not infringing on a trademark. If they are, legal action is threatened or taken.

In sum, make yourself familiar with what might be considered trademark infringement. Even if you are innocent, the money and time spent fighting a lawsuit are rarely worthwhile.

Here are some guidelines the courts use to determine if a trademark has been infringed:

- Has the defendant used a name as a way of capitalizing on the reputation of another organization's trademark?
- Is there an intent to create confusion in the public mind? Is there intent to imply a connection between the defendant's product and the item identified by the trademark?
- How similar are the two organizations? Are they providing the same kinds of services or products?
- Has the original organization actively protected the trademark by publicizing it and using it?
- Is the trademark unique? A trademark that merely describes a common product might be in trouble. Microsoft, for example, lost a bid to trademark the word "windows" for its exclusive use.

AFTER-READING

Task 1. Give English equivalents:

грозить; уникальный; полагаться на что-либо; временный, недостаток, лишать кого-либо чего-либо; постоянный штат; условия оплаты; чаевые; устное соглашение; обойти закон.

Task 2. Give Russian equivalents:

media outlets; to take legal actions; to be worthwhile; to monitor publications; to preclude smth.; to spell out; on top of this; to be missing; to conform to smth.; basic costs; add-on costs; a caterer; price quotation.

Task 3. Insert prepositions.

1. More and more companies are relying _____ temporary help to balance their workload. 2. The drawback is that some forms use temporary help

to get _____ laws and regulations that apply _____ employees. 3. A freelancer is not expected to conform _____ the rules governing regular employees. 4. Companies also guard their trademarks _____ continually using them, sending advisories _____ media outlets _____ proper use _____ these trademarks, placing advertisements _____ journalism publications reminding readers _____ trademarked names. 5. If you are charging the client _____ mileage or working _____ the hour, this should be specified.

Task 4. Answer the following questions.

1. What is usually trademarked? 2. Is a trademark legally protected? 3. How do organizations and corporations protect their trademarks? 4. What are the main guidelines the courts use to determine if a trademark has been infringed?

DISCUSSION

Task 1. Explain the following statements:

- A trademark is a valuable asset zealously guarded by its owners.
- Make yourself familiar with what might be considered trademark infringement.

Task 2. Develop the following statements:

- Trademarks of the companies in Russia.
- Trademarks are valuable assets. It is your responsibility to protect and use them correctly.

Text 5

CONTRACT CONSIDERATIONS

VOCABULARY

add-on costs	дополнительные расходы
to balance one's workload	сбалансировать рабочую нагрузку
to charge smb for mileage	брать деньги на проезд
to charge by the job	просить (оплату) за сделанную работу
to conform to	соответствовать; подчиняться

facilities	оборудование; приспособление; средства обслуживания
to fish for	выуживать (секреты)
freelancer	лицо, работающее без договора; внештатный сотрудник
to get around laws and regulations	обойти законы и правила
gratuity	денежный подарок; чаевые; наградные
ownership	право собственности
to preclude	предотвратить; помешать
recrimination	взаимное или встречное обвинение
regular employee benefits	пособия, положенные постоянным работникам
to retain the firms	зд. упомянуть названные фирмы
temporaries	временные работники
to work by the hour	работать повременно

READING

Read the following text.

A contract is a legal agreement that contains three elements: offer and acceptance, time, and consideration – in the simplest terms, this means that it states what will be done, when it will be done, and how much will be paid. If any of these elements is missing, no contract exists. Contracts can be verbal, but it is much safer to put them in writing. You may need to make contracts with clients, freelancers, and various facilities.

Client Contracts

If you are working for or with a public relations firm, it is important that a contract or letter of agreement be signed. This is a good idea at two levels of the process.

The first level is the request by the client for a proposal of ideas from the public relations firm. Public relations firms often complain that prospective clients go fishing for ideas and then implement the best ones without retaining the firms that suggested them. To preclude this, a firm should draw

up a letter of agreement in which the prospective client promises not to use any of the ideas presented without payment. Recognize, however, that ideas must be truly novel or original to warrant such protection.

The second level is when the public relations firm actually begins working for the client. A contract or letter of agreement should spell out exactly what is to be done, in what time period, and for what amount of money.

If you are charging the client for mileage or working by the hour, this should be specified. If you are charging by the job, say, for writing a news release, make sure that you specify a fee that will cover your time and energy for several rewrites. A thorough discussion of billing procedures and fees at the beginning of a client relationship will save much agony and recrimination later.

Freelancer Contracts

More and more companies are relying on temporary help to balance their workload. If 20 hours' work a week is needed on an account, it is more cost effective to use a freelancer for 20 hours a week than to hire a full-time employee who is busy only half the time. The drawback is that some firms use temporary help to get around laws and regulations that apply to employees. The firm may save money, but the "temporaries" are denied regular employee benefits.

Generally, a freelancer is not expected to conform to the rules governing regular employees. A freelancer is an independent contractor. Among the matters covered in the freelancer's contract should be ownership of work produced by the freelancer, maintenance of confidentiality, terms of payment. The job should be paid per unit or item produced, not per hour worked. Also, it is customary to bar the freelancer from being employed directly by the client but not by a competing agency.

Facilities Contracts

Meetings, conventions, meals, and outdoor activities are typical occasions where you will need to negotiate a contract with a restaurant, caterer, or hotel, or your own financial safety, any contract should be written so that you thoroughly understand basic costs as well as add-on costs.

For example, a restaurant may quote you \$25 per person for a meal but neglect to tell you that this does not include taxes and a gratuity for staff. On

top of this, you may even find yourself paying a basic rental charge for the banquet room if this isn't clarified in your negotiations.

In sum, know exactly what you want and how much the restaurant or hotel will charge. Ask a lot of questions, and get all price quotations in writing.

AFTER READING

Task 1. Translate the following expressions:

regular employees; regular benefits; regular army; regular hours; regular features; regular customers.

Task 2. Give the derivatives of the following words:

to sign, to require.

Task 3. Answer the following questions.

1. How many elements does a contract contain? 2. Who may contracts be made with? 3. What do public relations firms often complain of? 4. What should a contract or agreement spell out exactly? 5. Do companies often rely on temporary help to balance their workload? 6. Is a freelancer expected to conform to the rules governing regular employees? 7. What do facilities contracts imply? 8. What should be clarified and specified in such contracts?

DISCUSSION

Task 1. Explain the following statements:

- Prospective clients go fishing for ideas and then implement the best ones without retaining the firms that suggested them.
- A thorough discussion of billing procedures and fees at the beginning of a client relationship will save much agony and recrimination later.
- A restaurant may quote you \$25 per person for a meal but neglect to tell you that this does not include taxes and a gratuity for staff.
- A freelancer is an independent contractor.

Task 2. Develop the following statement:

Written contracts or letters of agreement are necessary for the employment of freelance writers and other outside consultants.

Text 6

DEFAMATION

VOCABULARY

to abandon	<i>юр.</i> отказываться
to accuse	обвинять
allegation	<i>юр.</i> заявление, утверждение
bigot	<i>амер.</i> расист
to circulate	распространять
to commit a crime	совершить преступление
in court of law	в суде
coward	трус
defamation	диффамация, клевета
to defame	порочить, клеветать
defamatory	клеветнический
defence	<i>юр.</i> защита
defendant	<i>юр.</i> ответчик
to dismiss	увольнять
elaboration	уточнение, конкретизация
elusive	расплывчатый, уклончивый
embezzlement	растрата
evidence	<i>юр.</i> показания, улика
falsehood	ложь, обман
hostile	враждебно настроенный
identifiable	узнаваемый
jury	суд присяжных
key witness	основной свидетель
libel	<i>юр.</i> письменная клевета
pivotal	основной
plaintiff	<i>юр.</i> истец
slander	<i>юр.</i> устная клевета, устное оскорбление
to testify	<i>юр.</i> давать показания
to throw a temper tantrum	закатить сцену
trial	судебный процесс

READING

Read the following text.

Defamation consists of publication of a falsehood that defames an identifiable person or corporation. Since that definition is deceptively simple, some elaboration on each of its elements is needed.

Publication includes broadcasting. The ancient distinction between slander (oral) and libel (written) 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 (allegations spoken by an interview subject, for example).

As a legal matter, a falsehood is anything the broadcaster can't prove is true.

'Truth' may be elusive. If a plaintiff can convince a jury that a statement is false – and trial juries frequently are hostile to the media – then the broadcaster is likely to lose. Truth, of course, should be the goal at all times. But as a practical matter, truth is quite seldom used as a pivotal defense in defamation cases. If a media defendant can prove truth, chances are a lawsuit will not be started. Even if something is true, proving it in court, under rules of evidence that are labyrinthine, may not be easy or if key witnesses refuse to testify, die, or disappear, the truth becomes a purely metaphysical matter. It is sad but true for libel defendants (and plaintiff) that 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 defamatory 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.

Identification: Persons are identifiable if they are named or pictured, and also if they are recognizable to their acquaintances even though they are not more specifically identified. Sometimes a title can be enough. For example, a report that "an assistant vice president in the trust department" was

dismissed for embezzlement could be defamatory if there is only one assistant vice president in that department and that is known to his or her acquaintances.

AFTER READING

Task 1. Find the English equivalents in the text:

состоять из чего-либо; обманчиво; включать в себя; различие; третьи лица; убедить кого-либо; обвинить кого-либо в совершении преступления; телеведущий программы новостей; комментарии, средства массовой информации.

Task 2. Translate the following word-combinations into Russian:

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.

Task 3. In which meanings are the following words used in the text?

1) *jury*:

- a) a group of people chosen to judge a competition;
- b) a group of twelve people who listen to details of a case in court and decide whether someone is guilty or not.

2) *trial*:

- a) a process of testing to find out whether something works effectively and is safe;
- b) something that is difficult to deal with, and that is worrying or annoying;
- c) a legal process in which a court of law examines a case to decide whether someone is guilty of a crime.

Task 4. Find in the text the words which describe or mean the following:

- 1) information, statements, and objects that are given in a court of law in order to prove that someone is guilty or not guilty;
- 2) the person in a court

of law who sues someone else for doing smth wrong or illegal; 3) false spoken statements about someone that are intended to damage the good opinion that people have of that person; 4) a statement that someone has done something wrong or illegal, which has not been proven; 5) a problem or complaint that someone brings to a court of law to be settled; 6) stealing money from a place where one works; 7) to make a formal statement of what is true, especially in a court of law.

Task 5. 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?
6. Why may the word 'truth' be elusive?
7. What statement is defamatory?

DISCUSSION

Task 1. How do you understand the following statements?

- Even if something is true, proving it in court, under rules of evidence that are labyrinthine, may not be easy.
- If key witnesses refuse to testify, die, or disappear, the truth becomes a purely metaphysical matter.

Task 2. Discuss with your partners a defamation lawsuit brought against a TV channel or TV program in our country or abroad.

TRANSLATION

Translate in writing the following extract into Russian.

What assumptions of social responsibility theory seem the most important to you? Why?

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 professionalism, 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).

WRITING

Write a short essay proving the following statement:

TV journalist is illegally and ethically responsible for the information he/she produces and distributes.

Text 7

INVASION OF PRIVACY

VOCABULARY

actionable	юр. дающий основания для судебного преследования
assertion	утверждение
camera crew	группа телерепортеров
scene of crime	место преступления
to compound	осложнять, усугублять
to be guilty of	быть виновным в чем-либо
injunction	юр. судебный запрет
to install	установить

intrusion	вторжение в личную жизнь
invasion of privacy	вмешательство в личную жизнь
irrespective of	несмотря на
to be liable for	нести ответственность за что-либо
nightscope	прибор ночного видения
to reveal	раскрывать, обнародовать
right of access	право доступа
to run afoul of the law	нарушить закон
to shoot	снимать
stalk	выслеживать, преследовать
to sue smb for smth	привлечь кого-либо к суду
telephoto lens	телеобъектив, «телевик»
trespass	юр. нарушение владения
unauthorized	несанкционированный
with /without consent	с/без согласия
with impunity	безнаказанно
zoom	крупный план

R to EADING

Read the following text.

The broadcaster has numerous opportunities to run afoul of the law of invasion of privacy. Some of these arise, like defamation, from the broadcast of material that harms some identifiable individual. Others arise from the methods used to gather news, irrespective of what is broadcast.

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. And in both cases there would be potential liability even if nothing were broadcast. That is, the wrong lies in the instruction itself, rather than in anything that might be revealed to the public. (Such revelations can compound the privacy problem).

A broadcaster's assertion that the crew was engaged in news gathering at the time of a trespass or intrusion usually provides to defense.

Reporters have no constitutional right of access to scenes of crime or disaster from which the general public is excluded. News media likewise have no right of access to meetings of official bodies gathered in "executive session" or to meetings of private organizations.

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.

The same kind of conditions applies to crews shooting pictures from a public place into any kind of private area. The military frequently attempt to prevent the media from taking pictures of plane crashes, of the mobilization of equipment for the handling of civil disturbances, or of other kinds of "troop movements". Companies often do not want pictures of new products – such as the brand-new autos before they are formally made ready for sale – to be made before the unveiling. But if a manufacturer is careless enough to put new models outside where anyone can see them from a public place, or if the military or the police carry out their activities within public view, then they ask for exposure.

The key in cases of this sort is that the camera is recording only what viewers could see if they were present. A passerby who just happens to look into an uncurtained window commits no wrong, but the same cannot be said of someone who stands on the street peering into someone's house with binoculars. Likewise, we can expect the courts to treat the camera operator who uses a zoom or telephoto lens, or something more elaborate like a nightscope, differently from one who merely records what is visible to the unaided eye.

In general, persons in public places may be photographed with impunity, but there are limits. If the camera is used as a weapon in the service of so-called confrontation journalism, the victim may find a remedy in the precedent established by Jacqueline Kennedy Onassis against photographer Ron Galella. Galella made a career out of stalking Mrs. Onassis and her children with his cameras. He was a paparazzo, which a federal judge described as a breed of photographers who "make themselves as visible to be public and as

obnoxious to their photographic subjects as possible to aid in the advertisement and wide sale of their works”. Mrs. Onassis successfully sued for an injunction ordering Galella to stay a prescribed distance away from her and her children. It should be taken as a general proposition that a camera crew has no right to go on private property in pursuit of a newsworthy event without the owner’s consent.

AFTER READING

Task 1. Translate the following word-combinations into Russian:

be engaged in smth; provide no defense; brand-new; elaborate; likewise; newsworthy event; in pursuit of smth; a remedy; exposure; to commit no wrong.

Task 2. Find the English equivalents in the text:

применимо к чему-либо; согласие (*2 слова*); оставаться на предложенном расстоянии; конституционное право; с другой стороны; проходной; заглядывать в дом; видеть что-либо невооруженным глазом.

Task 3. Write questions to the answers:

1. _____

Some of them arise from the broadcast of material that harms some identifiable individuals. Others arise from the methods used to gather news.

2. _____

They would be liable for the form of invasion of privacy called intrusion.

3. _____

No, it usually provides no defense.

4. _____

No, reporters have no constitutional right of access to scenes of crime or disaster from which the general public is excluded.

5. _____

Yes, people in public places may be photographed with impunity, but there are limits.

Task 4. Fill in the gaps using the words in the box:

apply for; access; shooting; newsworthy; guilty; consent; stalking

1. Reporters have no constitutional right of _____ to scenes of crime or disaster. 2. The same kind of conditions _____ crews _____ pictures from a public place into any kind of private area. 3. It should be taken as a general proposition that a camera crew has no right to go on property in pursuit of a _____ event without the owners _____. 4. He made a career out of _____ Mrs. Onassis and her children with his cameras. 5. A camera crew that goes into someone's home without permission would be _____ of trespass.

Task 5. Give the definitions of the following expressions:

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

DISCUSSION

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?

NOTES

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.

Text 8

APPROPRIATION, FALSE LIGHT AND PRIVATE INFORMATION

VOCABULARY

to add up to	сводиться к чему-либо
appropriation	незаконное присвоение
commercial exploitation	использование в коммерческих целях

concern	отношение, касательство
to depict in a false light	представлять в ложном свете
disclosure	раскрытие
to encounter	сталкиваться
footage	отснятый материал
hazard	риск, опасность
legitimate	законный
news coverage	репортаж, освещение событий
offensive	оскорбительный
physical deformity	физическое уродство
to promote	рекламировать
promotional	рекламный
shoplifting	кража в магазинах

READING

Read the text.

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. If a station should obtain and broadcast a videotape of a private person's consultation with a physician about a sexual problem, the station probably would be liable under this body of law. The same might be said of a disclosure that an individual has AIDS or has a physical deformity.

AFTER READING

Task 1. 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.

Task 2. Find the English equivalents in the text:

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

Task 3. Find in the text words, which describe or mean the following:

1) something that may be dangerous, or cause accidents, problems, etc.; 2) to experience problems, difficulties, or opposition when you are trying to do smth.; 3) to take smth. from a store without paying for it; 4) fair, correct, or reasonable according to accepted standards of behavior; 5) a secret that someone tells people' or the act of telling this secret.

Task 4. Fill in the gaps using the words in the box:

<p><i>disclosure; hazards; privacy law; broadcast; depicts; liable; encounter; coverage</i></p>

1. The final branch of _____ concerning broadcasters involves _____ of purely private information. 2. The station probably would be _____ under this body of law. 3. There are additional _____ in the selection of material to be _____. 4. Another branch of privacy law comes into play if a broadcaster _____ a person in a false light. 5. In the normal course of news _____, broadcasters are not likely to _____ this branch of privacy law.

Task 5. 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?

DISCUSSION

Task 1. Work in pairs. Discuss the situations, which can be termed “depicting in a false light”.

Task 2. Below you can see some adjectives showing people’s emotions in such cases. Arrange them in 3 columns according to their meaning and use them in your discussion.

Annoyance

Indignation

Embarrassment

Upset, bewildered, cross, confused, discomposed, disconcerted, irritated, furious, exasperated, wrathful, vexed, perturbed, fuming, abashed, mad, desperate.

SUPPLEMENTARY READING

Text 1

BRITISH TELEVISION

Read the following text, translate it.

Watching TV is undoubtedly the way most British people spend most of their spare time. Perhaps this proves something about British TV programmes; on the other hand perhaps it proves something about the British.

There are four TV channels: BBC1, BBC2, ITV (Independent Television) and Channel4. The first two are run by the British Broadcasting Corporation and are noncommercial. This means that they do not show advertisements. The money to run BBC TV (and radio) comes from a licence, which everybody who owns a TV must buy. The whole of ITV is controlled by the Independent Broadcasting Authority (IBA). It was set up in 1954. There are fifteen different television programme companies, each serving a different part of the country. These companies get most of their money from firms who use them for advertising.

The BBC first channel resembles the fourth radio programme. Except for the short period when it splits into regions, it broadcasts the same news, comments, plays, sports reports, etc. 4. The second channel is for minority tastes. It includes occasionally a complete opera. It broadcasts Open University courses outside popular viewing hours.

ITV is run by commercial companies who get their money by showing advertisements. Advertisers' material appears for one or two minutes at quarter-hour intervals, either between programme-items or in so-called "natural breaks». There are strict rules about the amount of advertising and the type of advertisements allowed (e.g. advertisements for cigarettes are forbidden). The advertisers do not sponsor the programmes or have any direct influence on their content. However, the charge for each half-minute of time is high, and varies according to the likely number of viewers. The programme companies' financial success depends on their ability to attract viewers, and the programmes themselves inevitably reflect public tastes. In general ITV companies show programmes aimed at the mass market. BBC I programmes are also mainly light entertainment; e.g. detective programmes, comedy shows and music. More serious filmy, plays and documentaries are normally found on BBC2.

All these channels produce a good mixture of miscellaneous entertainment, music, drama and serious discussion. All succeed in presenting news efficiently, interestingly. The BBC and commercial channels can both at their best be excellent; and both spend some time producing rubbish. Both radio and television are often criticised for many and contradictory reasons. But there seems to be a common opinion among people familiar with the productions of several countries that, compared with others, the British still deserve praise.

Task 1. Answer the questions.

1. How many TV channels are there in Great Britain? 2. Are TV channels commercial or non-commercial? 3. What programmes does the BBC broadcast? 4. Is the second channel for minority tastes? 5. What is the difference between the BBC channels and ITV?

Task 2. Write down the words with s-ending and state the parts of speech:

- a) показатель 3-го лица ед. ч. в Present Indefinite;
- b) признак мн. ч. имени существительного;
- c) показатель притяжательного падежа имени существительного.

Text 2

TELEVISION NEWS REPORTERS

Read and translate the following text.

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.

Task 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?

Task 2. Find the English equivalents in the text:

каналы информации; появляться; в конце; брать интервью; добавить; иллюстрировать; успешный; информационная ценность.

Task 3. Comment on the following:

1. It is absolutely essential for a journalist to know a little about a lot. 2. Journalists are born not made. 3. An educated man is one who can entertain a new idea, entertain another person and entertain himself. 4. Edison's formula of success: "Two percent inspiration and ninety-eight percent perspiration".

Text 3

FIRST-HAND REPORTING

Read and translate the following text.

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 journalistic 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.

Task 1. Answer the 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?

Task 2. 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.

Text 4

NEWS STYLE

Read the following text.

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 W-s. 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.

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

Task 2. Explain and expand on the following:

the Five W-s; 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 5

NEWS WRITING

Read and translate the following text.

A main focus of this part is on how to combine good voice-over (V/O) wiring 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 approximation (rounded), then as the exact figure. You would do this where the exact figure is important.

Text 6 **INTERVIEWING**

Read the following text and translate the phrases written in italics (курсивом).

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; and 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 ...*

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

CONCLUSION

Цель учебного пособия – совершенствование и развитие навыков и умений иноязычного устного и письменного общения в журналистском дискурсе: подготовка презентаций, проведение дискуссий, работа над проектами, написание эссе, новостных сообщений и др.

Выполняя упражнения, предложенные в издании, студенты учатся переводить и обсуждать тексты по специальности, используя наиболее употребительные языковые средства и терминологию будущей профессии.

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