

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ**  
**ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

**ІНОЗЕМНА МОВА**  
**(ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)**

**Методичні рекомендації**  
**до практичних завдань**  
**та самостійної роботи студентів**  
**спеціальності 061 "Журналістика"**  
**першого (бакалаврського) рівня**

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*Самостійне електронне текстове мережеве видання*

**Іноземна мова** (за професійним спрямуванням) [Електронний I-67 ресурс] : методичні рекомендації до практичних завдань та самостійної роботи студентів спеціальності 061 "Журналістика" першого (бакалаврського) рівня / уклад. Л. З. Михайлова, Л. М. Черниш. – Харків : ХНЕУ ім. С. Кузнеця, 2022. – 44 с. (Укр. мов., англ. мов.)

Подано навчальні матеріали до практичних завдань та самостійної роботи студентів, що сприяють розвитку мовних компетентностей з іноземної мови (за професійним спрямуванням) і поглибленню знань з англійської мови.

Рекомендовано для студентів I курсу спеціальності 061 "Журналістика" першого (бакалаврського) рівня.

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## Вступ

Методичні рекомендації розроблено відповідно до завдань та умов вивчення іноземних мов у закладах вищої освіти немовного профілю. Запропоновані вправи сприяють забезпеченню міжпредметного зв'язку, який спрямовує студентів на розвиток мовленнєвих компетентностей з англійської мови.

Метою методичних рекомендацій є надання необхідного навчального матеріалу, що сприяє розвитку мовних компетентностей з іноземної мови (за професійним спрямуванням) таких, як розуміння прочитаного тексту за фахом, використання лексики за фахом у професійній діяльності, уміння використовувати граматику. Ця робота зібрана з використанням англомовних автентичних джерел і складається з розділів відповідно до програми навчальної дисципліни: *Imagology, Mass Media, What does a Journalist Do*.

Запропоновані тексти дають загальні поняття відповідно до програми навчальної дисципліни і дозволяють студентам розширити свої знання й удосконалити практичні вміння за фахом. Для читання підібрано ряд автентичних текстів, перевірка розуміння яких відбувається шляхом виконання різноманітних завдань. Лексико-граматичні завдання допоможуть студентам творчо працювати, розвивати навички читання, аудіювання, усного монологічного і діалогічного мовлення, проводити дискусії, писати ділові листи, мемо, імейли. Кожна тема містить необхідний лексичний мінімум, передтекстові завдання, які висвітлюють проблему, та післятекстові завдання, що дозволяють перевірити розуміння тексту й закріпити лексико-граматичний матеріал. Завдання розроблено на основі поетапного засвоєння знань, що має забезпечити досягнення поставленої мети.

Методичні рекомендації враховують вимоги до вивчення іноземної мови, що висвітлені як у програмі навчальної дисципліни, так і в Рекомендаціях Ради Європи з мовної освіти.

# Unit 1

## Imagology

**Task 1.** Read two definitions of imagology and answer the following questions. Use the Help Box if necessary.

1. What other explanations of imagology do you know?
2. What is a stereotype from your point of view?
3. Is it important for journalists especially to be aware of stereotypes?

### Help Box

1. <i>Stereotype</i> – something conforming to a fixed or general pattern (= generalization); an unfair belief that all people or things with a particular characteristic are the same
2. <i>Perception</i> – the way you think about or understand someone or something; the ability to understand inner qualities or relationships (= insight)
3. <i>Prejudice</i> – hatred of or discrimination against a person or people based on their race (= racism)
4. <i>Impartial</i> – not partial or biased; treating or affecting all equally (= objective)
5. <i>Imagology</i> – the study of cultural stereotypes as presented in literature, etc. (English explanatory dictionary)

In Wikipedia, imagology is defined as a branch of comparative literature. More specifically, it is concerned with the study of cross-national perceptions and images as expressed in literary discourse. While it adopts a constructivist perspective on national stereotypes, it does emphasize that these stereotypes may have real social effects. It was developed in the 1950s with practitioners in France, the Netherlands, Belgium and Germany.

In the modern world people of different nationalities often come into contact with each other. To benefit from such contacts both sides should know and perceive national characters of one another and be free from prejudices and stereotypes. It is especially important for journalists whose main task is to stay impartial and unprejudiced while covering any political or social issues.

## Text 1. National Stereotypes

**Task 1.** Fill in the gaps with the verbs and phrases below.

*Be rushed, breed, take pride in, are apt to, dispels, face, to impose on, gets to know, are fond of, run themselves down.*

National stereotypes may 1\_\_\_\_\_ dislike or distrust of a person, group or even the whole people. As national stereotypes are based on ignorance, fear or false information, they may be overcome by quality education or through personal observations of people and their manners. Quality education provides people with the knowledge of others that 2\_\_\_\_\_ prejudices against individuals. Thanks to quality education, travel and unbiased observations one 3\_\_\_\_\_ generalized characteristics of different people that make their behavior predictable and understandable. For example, one will do well to know that the English are a people that cannot 4\_\_\_\_\_, i.e. the English, as a rule, don't allow others 5\_\_\_\_\_ their views, ideas or opinions. They are distrustful of extremes and resentful of interference. The English believe in themselves. They have not got the inferiority complex and are indifferent to what other people think of them. That is why they 6\_\_\_\_\_, treat themselves with a sense of humor and dislike boasting.

The Americans, on the contrary, 7\_\_\_\_\_ their achievements, and want others to admire them, to approve of them. They are cheerful, easy-going, keep on smiling no matter what challenges they 8\_\_\_\_\_ up to. The American character is optimistic and ambitious. The Americans 9\_\_\_\_\_ great schemes, big sizes, open spaces, high speed, innovations and changes. They are quick on the uptake, pragmatic and efficient. The Americans 10\_\_\_\_\_ change their occupations, and places of residence. They are on the move to avoid getting into the rut.

Unlike the Americans, the Ukrainians are not given to sudden changes in their social, professional and personal lives.

They value stability, continuity and predictability. The Ukrainians are inclined to stick to what they have got for fear of losing the little they have. The Ukrainian character is inflexible, and dogmatic, softened by a saving sense of humor and good-natured friendliness. It takes much persuasion to make Ukrainians adopt new notions, ideas, innovative methods and reforms.

So these are some salient national characteristics to be reckoned with while dealing with the British, Americans and Ukrainians.

**Task 2.** Make up your own sentences with the following phrases.

- 1) to do well – досягати успіху;
- 2) to take pride in somebody or something – пишатись кимось чи чимось;
- 3) to be on the move – рухатись;
- 4) to impose on somebody – давити на будь-кого; нав'язувати свою думку, бачення;
- 5) to be quick on the uptake – швидко розуміти, засвоювати;
- 6) to be given to – бути схильним до чогось;
- 7) to get into the rut – йти наїждженою колією; діяти, як зазвичай;
- 8) to be inclined to – бути схильним до чогось;
- 9) to stick to – дотримуватись чогось, не відступати від чогось;
- 10) to reckon with – брати до уваги.

**Task 3.** Match the following collocations with their definitions.

- 1) unbiased observation;
  - 2) be distrustful of extremes;
  - 3) be resentful of interference;
  - 4) inferiority complex;
  - 5) saving sense of.
- 
- a) be irritated at an obstacle;
  - b) deliverance feeling of;
  - c) fair data collected during the scientific activity;
  - d) be inclined to doubt or question extravagancies;
  - e) an acute sense of personal deficiency/inadequacy.

## **Text 2. The Ukrainians**

**Task 1.** Fill in the gaps with the sentences given below. There is one extra sentence.

The Ukrainians admit being inclined to a couch-potato lifestyle.

Nowadays the world is becoming integrated politically, economically and culturally. 1\_\_\_\_\_. Deep-rooted customs, time honored traditions (in dress, eating habits, pastime, etc.) are dying out. Fortunately, at this point of history we still speak of e.g. Ukrainian and American way of life.

What cross-cultural aspects leap to the eye of a foreigner in Ukraine?  
2 \_\_\_\_\_. For example, unlike Germans or British people we do not observe meals time or breaks, because on the list of values for a Ukrainian leisure ranks third after family and work. On a long-distance train total strangers, who share the same compartment, immediately fall into talking, have tea together and at the end of the journey they part as good friends. 3\_\_\_\_\_. One word borrows another and soon the people are involved into a heated discussion on some political or moral problems or current events. It comes as a surprise to a foreigner that expectant mothers and mothers with babies and small children, do not have to stand in a line (they are sent to the head of the queue). 4\_\_\_\_\_.

Ukrainian parents and grandparents are more devoted to their children than their counterparts in Great Britain or America. A lot of grandparents do not hesitate to abandon their career to look after their grand-children thus helping their children to continue education or launch some business. 5\_\_\_\_\_.

A. Generally speaking, women in Ukraine prefer to work rather than be housewives.

B. And it baffles foreigners when passengers in overcrowded buses and trams pass their fare to the driver or the conductor (thus entrusting their money to total strangers).

C. So the relations within a Ukrainian family are close-knit.

D. Unlike Englishmen, Ukrainians are rather sociable in queues (lines).

E. Some of these factors are trifling but they are meaningful.

F. Most of the countries and ethnic groups are losing their identity and are becoming more cosmopolitan.

## Unit 2

### Mass Media

**Task 1.** Answer the following questions using the useful language given below.

Media: newspapers, journals, magazines, TV, the Internet, radio, social networks.

The source: reliable, direct, objective, entertaining, uncompromising, serious, glossy, easily available.

The author: dispassionate, determined, impartial, unbiased.

An article: well-researched, revealing, hard-hitting.

1. How often do you read the paper or watch the news on TV? How important is it for you to keep up with current events?

2. In your opinion, what has been the single biggest news item from this past year? How did the media cover this event?

3. Do you think that news reporting has got better, got worse, or stayed the same over your lifetime?

4. Do you think a politician's private life is newsworthy? Why or why not?

5. Are there certain things journalists shouldn't report on? Why?

6. How do you feel about censorship? Are there times when the news should be censored?

7. Who owns the newspapers and TV stations in your country? Do you think this has an effect on the news that you hear?

8. Do you think that the media covers too much bad news and not enough good news? What was the last "good news" story you heard?

9. How has technology affected the way that we receive news?

10. Have you (or anyone you know) ever worked in the newspaper or on TV? If so, what is it like? What are your or their impressions?

11. Do you think that most newspapers print what's really important, or what will make them sell more newspapers? What about TV news?

12. Do you think that the media is objective? Why or why not?

13. What's happening in the news right now, both in your country and abroad? Where did you hear about it?

**Task 2.** Complete each sentence with the words or phrases given below.

*Circulation, coverage, tabloid, censorship, correspondent, editorial, supplement, obituaries, censorship, tuned in, feature, newscasters, logo, bias, sensationalism, broadsheet, slogans, readership, newscaster.*

1. The \_\_\_\_\_ newspapers are printed on small pages and usually contain light or popular news stories, while a newspaper that is printed on large pages is called a \_\_\_\_\_.

2. On Sundays I often read the glossy color \_\_\_\_\_ before I turn to the main newspaper.



3. Although we publish a university newspaper, our \_\_\_\_\_ extends far beyond the students attending the college.

4. Although we sold more copies than we did in January, \_\_\_\_\_ circulation figures are still not satisfactory.

5. There will be a special \_\_\_\_\_ on health education in next week's Sunday Times.

6. David works as a foreign \_\_\_\_\_ for the Daily Telegraph.

7. When Picasso died, all major newspapers carried \_\_\_\_\_ on him.

8. The editor's opinion on important current events can be found in the \_\_\_\_\_.

9. There was extensive media \_\_\_\_\_ of the Kyoto climate treaty talks.

10. In certain countries \_\_\_\_\_ of the press means that not all political opinions can be printed.

11. TV programs on the ITV network are interrupted at regular intervals for \_\_\_\_\_.

12. "Drink a Pint of Milk a Day", "Go to Work on an Egg": these are two examples of highly successful advertising \_\_\_\_\_.

13. An estimated eight and half million viewers \_\_\_\_\_ to BBC coverage of the Olympic Games.

14. Companies are now so design-conscious that they employ specialists to find them an eye-catching \_\_\_\_\_.

15. \_\_\_\_\_ whose faces are seen every night as they read the news, frequently become celebrities.

16. While many newspaper editors try to guard against the \_\_\_\_\_ of facts in their reports, it is inevitable that some \_\_\_\_\_ will creep into the way events are reported.

17. The \_\_\_\_\_ of the popular press, for example in the reporting of sex scandals, is one explanation for its success.

### **Text 1. The Press in Britain**

**Task 1.** Complete the text using the words and phrases given below.

*Target, profitability, boost, handled, feature, proprietor, in-depth, exposing, classified, coverage, readership, mass market, sales gimmicks, cover price, tending, circulation figures, catering, reviews, market share, provide.*

A wide variety of newspapers is published in Britain, and newspaper readers are generally loyal to the newspaper of their choice, 1 \_\_\_\_\_ to buy the same newspaper every day. The papers themselves vary from 2 \_\_\_\_\_ dailies and Sunday papers distributed nationwide to regional, evening and weekly papers 3 \_\_\_\_\_ for the needs of people in a particular geographical area. The papers with the highest 4 \_\_\_\_\_ are the national tabloids which try to maintain their 5 \_\_\_\_\_ by publishing sensational stories and 6 \_\_\_\_\_ the private lives of people in the public eye. Readership of the tabloids is concentrated among less affluent social groups, and 7 \_\_\_\_\_ is an important aspect of newspaper choice in this sector. 8 \_\_\_\_\_ such as competitions with spectacular prizes are a common means of attempting to 9 \_\_\_\_\_ sales.

For more extensive news 10 \_\_\_\_\_ readers may turn to the broadsheets, where in the best cases there is an attempt at 11 \_\_\_\_\_ analysis of the current situation both at home and abroad. As in the case of tabloids, the editor has an important role to play in determining how a story is 12 \_\_\_\_\_, but more and more frequently the views of the newspaper 13 \_\_\_\_\_ have a role to play.

Both tabloids and broadsheets provide 14 \_\_\_\_\_ articles and 15 \_\_\_\_\_ of current books, films, plays and so forth. Sport also receives substantial coverage. Many newspapers now 16 \_\_\_\_\_ advice on how to handle personal finances, as well as a more traditional business section.

Advertising revenue is an essential element in a newspaper's 17 \_\_\_\_\_, and advertisers take account of the social characteristics of a particular newspaper's 18 \_\_\_\_\_ when determining at which group to 19 \_\_\_\_\_ a particular sales promotion. 20 \_\_\_\_\_ advertising is also a valuable source of income.

## **Text 2. Types of Newspapers**

**Task 1.** Read the text and point out what classifications of newspapers are offered in it. Think if there are any differences between the British and American newspaper classifications. Pay attention to the key words which are underlined for you in the text.

**Note!** The words in italics are explained in the help box.

## Help Box

1. <i>Coverage</i> – the amount and quality of reporting or analysis given to a particular subject or event
2. <i>Editorial</i> – 1) of or by an editor; 2) a statement of opinion in a newspaper, etc. by an editor, publisher or owner
3. <i>Feature</i> – 1) an item or article at intervals in a newspaper, magazine, etc.; 2) a prominent story in a newspaper
4. <i>Odd</i> – strange, occasional, accidental or random
5. <i>Cartoon</i> – a humorous or satirical drawing, esp. one in a newspaper or magazine
6. <i>Contest</i> – a formal game or match in which people, teams, etc. compete
7. <i>Prominence</i> – relative importance
8. <i>Readership</i> – all the readers collectively of a particular publication or author
9. <i>Circulation</i> – 1) the distribution of newspapers, magazines; 2) the number of copies in an issue that are distributed
10. <i>Supplement</i> – a magazine or section inserted into a newspaper or periodical, such as one issued every week
11. <i>Layout</i> – the arrangement of written material, photographs, or other art work on an advertisement or page in a book, newspaper, etc.
12. <i>Typeface</i> – printed or photographically reproduced character
13. <i>Pun</i> – the use of words to exploit ambiguities and innuendoes for humorous effect; a play of words
14. <i>Gimmick</i> – something designed to attract extra attention, interest or publicity

Newspapers of any country can be classified into two major groups: quality and popular papers.

A quality paper or broadsheet is a serious national paper that aims at the educated reader, who wants to read about politics and foreign affairs. Quality papers contain detailed news *coverage* (1) and comment, authoritative *editorials* (2), a wide range of topical *features* (3) written by experts in their field, arts and literary reviews and much professional advertising. Because of the serious information they are sometimes called "heavy" newspapers. These papers are bigger in size than popular ones, with longer articles and wider coverage of events. They have different pages for home news, foreign affairs, feature articles, fashion, business, sports and so on. The most famous British quality newspapers are "The Daily Telegraph", "The Times", "The Guardian", "The Independent", "The Financial Times".

A popular paper is a newspaper whose format and content are designed for the undemanding readers. Most popular papers or tabloids

(i.e. papers with small-size pages usually about 30 by 40 cm) are with lots of pictures, big headlines and short articles. Some of the tabloids place the name of the newspaper in a red box, so they may be called "red-top" papers. They are easy to read and often contain little real information; sometimes they give more space to opinions than to news. They usually have "human interest" stories, stories about ordinary people and events, which are included because they are amusing or *odd* (4). Emphasis is put on sensational stories, especially involving a figure in public eye such as a member of a royal family; importance is also given to sports and to *cartoons* (5) and *contests* (6). Examples of such type of newspapers are "The Daily Mail", "The Sun", "The Daily Mirror", "The Star".

However, the broadsheets do not completely ignore sex and scandal or any other aspect of public life. Both types of papers devote equal amount of attention to sport. The difference between them is in the treatment of the topic they cover, and to which topics the most *prominence* (7) is given. They look different, they have different style of writing and they aim to attract different readers. However, the competition for readers is intense, and tabloids and broadsheets may still trick off each other in order to win the circulation war. For example, many broadsheet newspapers in Britain run "Fantasy Football Leagues" which originated as a tabloid tactic. Some UK broadsheets have recently started producing a tabloid edition to further confuse matters.

The newspapers which are sold all over the country with a large *readership* (8) and *circulation* (9) are called the national papers; they are usually produced in the capital city. In Great Britain the newspapers are mostly owned by individuals or big publishing companies called the "empires", not by the government or political parties. The editor of the newspaper is usually allowed considerable freedom of expression. This is not to say that newspapers are without political bias. The political tendency of quality newspapers varies from conservative (The Daily Telegraph) or independent (The Times) to centre (The Independent) and liberal (The Guardian).

It is often said that there is no "national press" in the United States as there is in Great Britain. On the one hand, this is true. Most daily newspapers are distributed locally, or regionally, people buy one of the big city newspapers in addition to the smaller local ones. The circulation of a few of the large metropolitan newspapers, most notably "The New York Times" and

"The Washington Post", has increased so that these papers come close to constituting a national press.

In addition to national daily newspapers that are issued every day there are also papers published on Sundays. Most of the "Sundays" contain more reading matter than daily papers, and several of them include "colour supplement(10)".

### Comprehension check

**Task 1. A.** Read the following characteristics of newspapers and divide them into two groups so as to describe popular and quality newspapers:

are bigger in size, have lots of pictures, include topical features, contain detailed news coverage, easy to read, are sometimes called "heavy", give more space to opinions, put emphasis on sensational stories, cater for educated readers, contain longer articles, have "human interest" stories, pay much attention to sports, publish cartoons and contests, contain editorials, "red-top", are designed for undemanding readers.

**B.** Analyze the chart of differences between the broadsheets and tabloids. Compare it with the information you've learned from the text. Speak about the peculiarities of the two main kinds of newspapers.

Tabloids	Broadsheets
popular press	quality or serious press
aimed at a lower social grouping	aimed at higher social groupings
bold <i>layout</i> (11) (colour on the masthead, very bold <i>typeface</i> (12), with large, dramatic pictures	plainer layout (no colour on the front page, smaller typeface), subtle, possibly smaller pictures
shorter articles, more pictures, less "indepth" reporting	longer articles, more detailed
<i>puns</i> (13) and jokes in headlines	serious headlines
use of <i>gimmicks</i> (14) such as bingo games, free travel tickets, phone-in-surveys	
more focus on human interest stories, celebrity gossip	more focus on politics, international news

**Task 2.** Mark the sentences as true (T) or false (F). Support your opinion by the information from the text.

1. The most common classification of newspapers is into quality and popular papers.
2. Broadsheets cater for the widest audience of readers.
3. Tabloids usually include "human interest" stories very often of a sensational character.
4. We should admit that serious press do not avoid sex and scandals completely.
5. The newspapers are considered national when they are published in the capital city and have the greater readership and circulation.
6. Most of the newspapers in the USA are of a national character.
7. Most of the dailies have special Sunday editions with a variety of colour supplements.

**Task 3.** Make the right choice.

1. During the Middle Ages manuscript newsletters containing political and commercial events were circulated among ... people who could read.  
a) little; b) few; c) a few.
2. The first newspaper, issued occasionally, had ... in common with the great newspapers of today.  
a) little; b) few; c) a little.
3. Before the invention of printing in the 15th century Germany no good means existed for copying ... letters or documents.  
a) a few; b) a little; c) several.
4. The headquarters of ... magazines, foreign and provincial press bureaus, international news agencies are located in Fleet Street.  
a) many; b) a few; c) much.
5. The newspapermen had turned the Fleet Street's numberless pubs into a ...-roomed club.  
a) much; b) many; c) some.
6. By 1850 there were about 400 dailies and far ... weeklies in America.  
a) much; b) many; c) more.
7. The Sunday edition of The New York Times with the weight of about 2 kilograms is ... more than just a newspaper.  
a) much; b) many; c) a little.

8. Nearly 80 % of all households buy a copy of one of the main national British papers ... day.

a) each; b) every; c) some.

9. Morning papers are often delivered by a teenager who gets up at around 5:30 in order to earn ... extra pocket money.

a) much; b) little; c) a little.

10. The broadsheets do not completely ignore sex and scandals or ... other aspects of public life.

a) some; b) any; c) many.

11. One of the primary concerns of a newspaper is to attract as ... advertising as possible.

a) much; b) many; c) some.

### Text 3. Organization of a Newspaper

**Task 1.** Read the text and divide it into logical parts. Give a title to each part. Find the key words in each part.

**Note!** The words in italics are explained in the help box.

#### Help Box

1. <i>Column</i> – 1) a single row of type in a newspaper; 2) a regular feature in a paper
2. <i>Advertising</i> – the action or practice of drawing public attention to goods, services, events, etc.
3. <i>Comprehend</i> – understand
4. <i>Merchandise</i> – commercial goods; commodities
5. <i>Alignment</i> – structure, arrangement in a straight line
6. <i>Newsprint</i> – an inexpensive wood-pulp paper used for newspapers

Most American newspapers have a page that is eight *columns* (1) wide and twenty to twenty-one inches deep; the normal column width is slightly less than 2 inches. This is called a standard size page. A rather small minority of newspapers are tabloid in format, usually five columns wide and 15 inches deep, or approximately half the size of a standard page. Although it is widely agreed that the tabloid size newspaper is very easy for the reader to handle, the problems of printing it and the limitations on its *advertising* (2) potential have kept many publishers from adopting this format. In spite of these limitations the newspaper with by far the largest circulation in the United States, "The New York Daily News", uses the tabloid format.

Unfortunately, because of the editorial approach used by some metropolitan newspapers, the word "tabloid" has taken a connotation of sensationalism. This is unfair to many tabloids whose content is no more sensational than that of standard size dailies. Equating physical size and content is a false approach, too often practiced.

Newspaper stories are written to include the "5 W's and H?" – who, what, when, where, why, and how. Their purpose is to present a report of an action or a situation in simple, easily understood language that can be *comprehended* (3) by a mass audience of different educational levels. Increased emphasis has been placed upon simplicity of writing in recent years and upon explaining the "why" of news situations.

Newspaper advertising is divided into two types: display and classified. The former ranges from inconspicuous one-inch notices to multiple-page advertisements in which merchants and manufacturers proclaim their goods and services. Classified advertisements are the small-print, generally brief announcements packed together near the back of the paper; they deal with such diverse topics as help wanted, apartments for rent, used furniture and automobiles for sale, and personal notices. In almost all newspapers except the very smallest, display and classified advertising are handled by different staffs. Most newspapers receive about three-fourths of their income from advertising and one-fourth from circulation.

Display advertising in turn is broken into two categories, retail and national, sometimes called general. Retail advertising, often called local, comes from the sources its name implies, local merchants and service companies. National advertising comes primarily from manufacturers and other commercial organizations selling brand-name *merchandise* (4) and services over wide regions or the entire country. Much of this advertising is placed through advertising agencies.

No matter what their size, all newspaper editorial staff have a fundamental organization in common. Each has five major departments:

- editorial, which gathers and prepares the news, entertainment, and opinion materials, both written and illustrated;

- advertising, which solicits and prepares the commercial messages addressed to the readers;

- circulation, which has the task of selling and delivering the newspaper to the readers of a community;



production, which turns the editorial materials and advertisements into type and prints the newspapers;

and business, which oversees the newspaper's entire operation.

The organizational setup of all newspapers is basically the same, although naturally the larger the newspaper, the more complex its staff *alignments* (5). The top man is the publisher, and, in many cases, he is also the principal owner of the newspaper. In some papers the publisher's decisions on all matters are absolute, whereas in other instances he/she must answer to a board of directors. The publisher's task is to set the newspaper's basic editorial and commercial policies and to see that they are carried out efficiently by the various department heads. In quite a few newspapers, especially smaller ones, the publisher is also the editor; he/she is then usually referred to as "editor and publisher", a nice tribute to the importance of the editorial content in the newspaper. Frequently there is a business manager or general manager under the publisher to administer the company's business operations, which range all the way from obtaining *newsprint* (6) to the purchasing of tickets as the newspaper's contribution to a community concert series. The heads of the advertising, circulation, and production departments answer to the publisher through the business manager, if there is one. But the editorial department, jealous of independence to print the news without being subject to commercial pressures (theoretically), demands and generally gets a line of command directly to the publisher. When editorial and business departments clash, as they sometimes do over ways to handle news situations and expenses, the ultimate decision is made by the publisher. The titles of executive editor and managing editor are most commonly used to designate heads of the news operation.

### **Comprehension check**

**Task 1.** Read the list of characteristics of different kinds of ads which were given in the text and fill in the chart with the necessary information. You can add some more details if you know any.

Small-print, placed through advertising agencies, full-page, generally brief, often called local, selling brand-name merchandise and services, usually packed together near the back of the paper, often called national, usually discussed in terms of column inches, combining the ads "for rent,

wanted, for sale, etc.", coming from local merchants and companies, inconspicuous one-inch notice.

Classified	Display	
	retail	general

**Task 2.** Match the definition with the proper term using the information from the text.

Term	Definition
1) editor	a) one who often owns a newspaper, and sets the newspaper's basic editorial and staff policies
2) publisher	b) one who oversees and coordinates circulation, advertising and production matters of the newspaper
3) business manager	c) one who is primarily responsible for the content in the newspaper
4) executive manager	d) one who is at the head of news operation

**Task 3.** Answer the questions.

1. What is the standard size page? Do all newspapers follow the standard size page format?

2. Is "tabloid" format convenient? What keeps many publishers from adopting this format?

3. What is fundamental organization for all newspapers?

4. What is the "5 W's and H" principle? Is it applied in the stories of the Ukrainian newspapers?

5. What does advertising aim at? What types and categories is it divided into? What are the distinctions between its different types and categories?

6. What is the usual staff division in a newspaper? What are the functions of different newspaper departments and people involved in running them?

## Unit 3

### What does a Journalist Do?

Journalists write and assemble together news stories that will interest their audience. By gathering together a number of different sources and ensuring that all the arguments are represented, they keep their audience abreast of events in their world. The job typically involves:

- reading press releases;
- researching articles;
- establishing and maintaining contacts;
- interviewing sources;
- writing, editing and submitting copy;
- attending events;
- proofreading;
- verifying statements and facts;
- staying up to date with privacy, contempt and defamation law;
- liaising with editors, sub-editors, designers and photographers.

It is possible to transfer between television, radio, newspaper and publishing work.

**Task 1.** Match the following words with their definitions.

1) to release	a) to give evidence or testimony to the truth or factualness of; to prove, show, find out, or state that (something) is true or correct
2) to submit	b) to make known openly or publicly, to make available to the public
3) to proofread	c) to establish a relationship that allows different organizations or groups to work together and provide information to each other
4) to verify	d) to give (a document, proposal, piece of writing, etc.) to someone so that it can be considered or approved
5) to liaise	e) to read and mark corrections in (something, such as a proof), to look for and correct mistakes in (a written or printed piece of writing)

**Task 2.** Vocabulary practice. How to use words. Translate the following sentences into the Ukrainian language.

*to maintain*

1. Last year our company hired five highly qualified workers to maintain machinery in our Asian subsidiary. He repairs and maintains antique cars as a hobby (= saves).

2. It is sometimes difficult to maintain your position in the face of harsh challenges (= defend).

3. He has a big family to maintain (= provide for).

4. She continued to maintain that a sewing machine would end up paying for itself since she could make her own clothes (= argue).

5. It's unbelievable now that people used to maintain the earth is flat (= affirm).

6. One of the main principles of this company is to maintain close contacts with its customers (= carry on).

*to attend*

1. It is just necessary for students to attend all their classes at university (= be present at).

2. A passel of assistants attend the movie star wherever she goes (= accompany).

3. I'm sorry, but all the noise means I'm having a hard time attending to the conversation (= hearing).

4. He was attended by one of the best doctors (= was visited and treated by a professional physician).

5. I'll never forget my nanny who spent all her life attending other people's children (= caring for).

*to release*

1. The hostages have been released (= set free).

2. The hot-air balloon pilot signaled the ground crew to release the ropes (= to let go off).

3. Plastic releases dangerous chemicals when it burns (= emits).

4. The losing player released his anger with a great yell of frustration (= unlocked).

5. You should try to find other ways of releasing tension than by taking pills (= unleashing).

6. The panel of nutritionists released their findings on the safety and effectiveness of various diets (= announced).

#### *to submit*

1. Candidates interested in the position should submit their résumés to the Office of Human Resources (= present).

2. He vowed that he would never submit (= give in).

#### *to transfer*

1. The patient was transferred to a different hospital (= move).

2. Our bank transfers funds electronically (= move money).

3. The virus is transferred by mosquitoes (= transmitted).

### **Task 3. Cross out the odd word.**

1. Up-to-date, current, out-of-date, present-day.

2. Admiration, contempt, disdain, scorn.

3. Defamation, honor, blackening, libeling.

4. Privacy, aloneness, companionship, isolation.

### **Text 1. Which Journalism Skills Are In Demand?**

**Task 1.** Read the text and translate it into Ukrainian.

Digital media has created exciting opportunities for journalists to produce and share their stories. Yet to be effective digital content creators, journalists need mastery of a variety of journalism skills.

They need as much proficiency in digital media as they do in the foundations of journalism. The following are the most in-demand skills for journalists.

1. Interviewing.

Interviewing continues to be one of the most vital journalism skills. It helps journalists develop trustworthy, accurate and impactful storytelling.

Interviews are a tool for:  
collecting authoritative information;  
verifying information from other sources;  
uncovering and exploring different perspectives;  
journalism skills for interviews go beyond asking questions.

Journalists need to prepare through goal setting and research. During interviews, they need active listening skills and the ability to maintain the flow and focus.

Conducting quality interviews isn't easy. That's why strong interviewing skills are highly sought-after.

## 2. Reporting.

Reporting is giving an oral or written account of in some detail. Most U.S. adults say news organizations need more transparency. They want to know how journalists find and choose sources, produce their stories and issue corrections.

These concerns are related to reporting, another one of the most crucial journalism skills. Reporting is the heart of trustworthy and well-researched journalism.

Today's journalists need the skills to identify, observe, gather, assess, record and share relevant information; report with empathy and compassion; conduct thorough journalistic research and evaluate information appropriate to their media; understand and make a meaning of data.

## 3. Ethics.

Growing public distrust in the media has drawn new attention to ethical journalism skills.

In 2000, approximately half of U.S. adults reported having a "great deal" or a "fair amount" of trust in the news media. That figure dropped to 40 percent by 2020.

Fortunately, 75 percent of U.S. adults say the news media can improve their level of confidence.

Producing the journalism of the highest standard will earn public trust. To do so, practitioners must demonstrate ethical journalism skills. That means committing to truth, accuracy, fairness, diversity and freedom of speech.

Journalists must understand how to:

apply the best ideals of journalist excellence and ethics to new forms of media;

apply the principles and laws of freedom of speech and press;  
produce inclusive work that illustrates their awareness of gender, race, ethnicity, sexual orientation and other forms of diversity.

#### 4. Writing.

Writing is another foundational journalism skill. Journalists must master written communication for all media types, from text stories and podcast scripts to photo captions and social media posts.

Journalism skills related to writing include understanding the principles of grammar and punctuation. Journalists should also know how to write clearly, simplify complex information and adhere to a style guide.

#### 5. Digital journalism skills.

The public's growing preference for digital media means that digital journalism skills are now imperative. Journalists must be able to strategically use digital storytelling tools to connect with audiences on various platforms. This means thinking critically and creatively about the best forms of media to serve the target audience.

Here are a few examples of digital journalism skills:

broadcasting live streaming video on Twitter from a mobile device;

transforming a data spreadsheet into a responsive visualization for a website;

shooting and editing video into a series of GIFs.

#### 6. Investigative reporting.

Investigative reporting helps protect individuals and society from harmful practices. It ensures accountability, drives change and preserves democracy.

Recent recipients of The Pulitzer Prize for Investigative Reporting uncovered predatory lending in the New York City taxi industry, the source of opioids in Western Virginia and escalating neglect in Florida mental health hospitals.

Where there's potential wrongdoing, there's an opportunity for investigative reporting. For that reason, it will always be one of the core journalism skills.

Investigative reporting takes special craft. Journalists must know how to integrate all of the foundational journalism skills in this list but on a larger and more complex scale.

## 7. Mobile journalism skills.

The top journalism skills include mobile proficiency. Of the U.S. adults who get their news from digital devices, approximately 7 in 10 rely on news websites or apps. That's more than the number who prefer search, social media or podcasts.

Today's journalists must use mobile devices to connect with the public. To do so, they need the mobile journalism skills to:

- take and edit photos;
- record and edit audio and video;
- report in real time on social or traditional news channels;
- publish stories on the go.

## 8. Editing.

Editing is also among the most desirable journalism skills. Journalists should know how to critically evaluate their work and that of others.

Copyediting is a necessary step in creating excellent journalism. It ensures:

- accuracy;
- fairness;
- clarity;
- appropriate style;
- grammatical correctness.

## 9. Social media.

Social media is the third most common source of digital news among U.S. adults. Fifty-three percent get their news from social media, at least sometimes. That number could increase. Between 2014 and 2019, social media use rose steadily across adults of all ages.

The widespread consumption of news on social media means that journalists need the skills to:

connect with audiences on the most popular platforms. Most U.S. adults who get their news on social media do so on Facebook, YouTube, Twitter, Instagram;

report in real time on the various social platforms. This involves critical and creative thinking about the most appropriate media for each platform;

build a personal brand on social media. Twitter is the leading social network among journalists, and LinkedIn is gaining popularity.



## 10. Video journalism skills.

Modern journalists must know how to create impactful content for video.

Digital media has given people all over the world more ways to watch the news. For example, forty-seven percent of U.S. adults prefer viewing the news to reading or listening to it, either on TV or online.

Video journalism skills are both editorial and technical. Today's journalists must be proficient in all of them – from developing a compelling narrative to shooting and editing video on a mobile device.

Journalists research, write, edit, proofread and file news stories, features and articles. Their pieces are used on television and radio or within magazines, journals and newspapers, in print and online.

### **Task 2.** Match column A with column B.

A	B
1) vital;	a) video;
2) trustworthy;	b) information;
3) authoritative;	c) proficiency;
4) inclusive;	d) audience;
5) digital;	e) spreadsheet;
6) target;	f) storytelling;
7) streaming;	g) visualization;
8) data;	h) journalism;
9) responsive;	i) skills;
10) mobile.	j) work.

### **Task 3.** Make collocations.

1) to verify;	a) written communication;
2) to maintain;	b) data;
3) to make meaning of;	c) stories;
4) to conduct;	d) style guide;
5) to commit to;	e) the focus;
6) to earn;	f) truth;
7) to master;	g) complex information;
8) to adhere to;	h) information;
9) to simplify;	i) research;
10) to proofread.	j) public trust.

**Task 4.** Cross out the odd word.

1. Unessential, vital, crucial, critical.
2. Assess, evaluate, revise, rate.
3. Appropriate, necessary, fitting, suitable.
4. Impactful, moving, stirring, indifferent.
5. False, accurate, exact, precise.

**Task 5.** Match the words with their definitions.

1) mastery	a) breaking of a moral or legal code; evil or improper behavior or action
2) transparency	b) great faith in oneself or one's abilities; a feeling or belief that you can do something well or succeed at something
3) empathy	c) a highly developed skill in or knowledge of something
4) compassion	d) the feeling that you understand and share another person's experiences and emotions
5) confidence	e) the state of being unattended to or not cared for
6) edit	f) a book explaining, describing, or illustrating a prevailing, accepted, or authorized style
7) style guide	g) to prepare for publication by correcting, rewriting, or updating
8) broadcast	h) a feeling of wanting to help someone who is sick, hungry, in trouble, etc.; sorrow or the capacity to feel sorrow for another's suffering or misfortune
9) neglect	i) the state or quality of being easily seen through; the quality that makes it possible to see through something
10) wrongdoing	j) to send out or transmit (something, such as a program) by means of radio or television or by streaming over the Internet

**Task 6.** Fill in the correct prepositions and make your sentences with these words.

1) to be related \_\_\_; 2) to be appropriate \_\_\_; 3) to make meaning \_\_\_;  
4) to commit \_\_\_; 5) to adhere \_\_\_; 6) to rely \_\_\_; 7) to apply \_\_\_;  
8) to transform \_\_\_; 9) the reason \_\_\_; 10) to connect \_\_\_.

**Task 7.** Answer the following questions.

1. What is one of the most vital journalism skills?
2. What kind of storytelling can journalists develop through interviewing?
3. Is it enough for journalists to ask questions during their interviews?
4. What is reporting?
5. What skills does reporting require?
6. What has been the reason for drawing new attention to ethical journalism skills?
7. What can return public trust to journalists' publications?
8. What ethical skills should journalists develop?
9. Where can journalists demonstrate their awareness of different forms of diversity?
10. What do writing skills include?
11. Why must journalists use digital storytelling skills?
12. How should journalists approach new forms of media?
13. What are the key goals of investigative reporting?
14. What special craft does investigative reporting require?
15. How do mobile devices help journalists connect with the public?
16. What is copyediting?
17. How does copyediting improve journalists' publications?
18. Why is social media important for journalists?
19. What should journalists be good at to reach their audience through social media?
20. What do video editorial and technical skills include?

## **Text 2. Journalism Is Information**

What is journalism? Journalism is information. It is communication. It is the events of the day distilled into a few words, sounds or pictures, processed

by the mechanics of communication to satisfy the human curiosity of the world that is always eager to know what's new.

Journalism is basically news. The word derives from "journal"; its best contents are "du jour", of the day itself. But journalism may also be entertainment and reassurance, to satisfy the human frailty of a world that is always eager to be comforted with the knowledge that out there are millions of human beings just like us.

Journalism is the television picture beamed by satellite direct from the Vietnam war, showing men dying in agony. It is the television picture of a man stepping on to the surface of the moon, seen in millions of homes as it happens.

Journalism can communicate with as few people as a classroom news-sheet or a parish magazine, or as with many people as there are in the world.

The cave-man drawing a buffalo on the wall of his home did so to give other hunters the news that buffaloes were nearby. The town-crier reciting the news in the marketplace provided a convenient way in which a number of people could simultaneously learn facts affecting all their lives.

Today the news media are swamped by the very availability of news. There is simply more of it than ever before – unimaginably more, available to many more people. This is a transformation that has been achieved in a little over 100 years.

When admiral Lord Nelson died aboard the *Victory* after the Battle of Trafalgar in 1805, it took two weeks for the news to reach the Admiralty in London (a young lieutenant of the Royal Navy brought the dispatches personally, sailing in the sloop *Pickle* to Plymouth and then riding to London). It was some hours before important people in London heard the news, some days before it reached the other cities of Britain. There must have been outlying villages that the news took even longer to reach.

When President John Kennedy was assassinated in Dallas, Texas, in November 1963, the news of his death was known around the whole world in a matter of seconds. The political leaders of Russia and China, the financial manipulators in Geneva, the obscure tribesmen of Borneo all heard the news simultaneously.

This profound change in the pattern of human communication has taken place in hardly more than one man's lifetime.

Even forty years ago, most people in the developed world obtained their news from the newspapers. The newspapers had changed little from the days

of Caxton. The process of printing had hardly changed at all, and the only modernization had been in machinery to produce and distribute a greater number of copies of each issue. Then radio arrived.

At first newspapers regarded it as a passing technical fad. One director of the Press Association returned from America in 1923 and said that "broadcasting is on the wane... People are getting so tired of it that it reminds one of the almost forgotten skating-rink craze". He was, of course, profoundly wrong. In America, the effects of radio were more rapid in appearing, due to the springing up of hundreds of small town radio stations. In Britain, radio was put under the control of a non-profit-making body financed by government-collected license fees and charged with the duty of providing a nationwide broadcasting service.

The war reports of the BBC radio from 1939 to 1945 should have warned newspapers that radio could rival them in the presentation of news. But it was not until television was introduced in Britain in 1956 (with the commercially backed Independent Television Authority rivaling the BBC's television service) that the television set entered 80 per cent of British homes and the way in which most people learnt their news changed radically.

Journalism is about people. It is produced for people. So how has the ordinary man's receptivity to journalism changed in twenty years?

Fifty years ago, a family might listen to a news bulletin on the living-room radio over breakfast. Father would read his morning paper over breakfast or on the bus or train going to work. After work, he would buy an evening paper and read it on the way home, handing it over to his wife who would read it when she had washed up after the evening meal. Then they might listen to the BBC nine o'clock radio news.

What happens now? The bedside transistor radio switches itself on with the alarm. Mother has her radio on in the kitchen as she cooks breakfast. The kids have their radios switched to Radio One with its mixture of pop music and news flashes. Father glances at the morning paper over breakfast, then gets into the car and turns on "Today" as he drives to work. Mother carries the radio around the house as she dusts and makes the beds to the voice of Jimmy Young. Father buys an evening paper as he leaves work, glances at the headlines, then turns on the six o'clock radio news as he drives home. After eating, they turn on the telly and sit down to an evening's viewing. Mother may read the evening paper if there is a sports programme on TV which she finds boring. They watch the BBC's television nine o'clock or ITN's "News at Ten".

It is an immense change. These are the people for whom journalists are working. They have to take account of these social changes, which have occurred in most countries of the world.

The newspaperman has to be aware of the changes in the lives of his readers. It is not enough for him to print the "hard news" of the evening before (most national newspapers start printing their major editions around 10 pm, with further editions for the city in which they are produced coming up until 4 am), since his readers who look at the paper over breakfast will have heard most of that and seen many of the public figures and significant events on television the night before. Or they will hear on the early morning radio news items which have become news three hours later than the latest possible edition of the morning paper.

The press has been slow to catch on to this change and to revise its methods of operation so that the newspaper still has a function. That it has a function, there can be no doubt: for the television or radio news bulletin is tightly encapsulated, containing only a few of the main facts in a highly abbreviated form.

Newspapers are archives, objects of record. They can be referred to, checked back on, in a way that the television or radio news cannot. They can describe events at greater length, add more relevant detail, give authoritative comment from people in a position to detect trends and the likely lines in which a news story will develop.

But the old concept of a newspaper "scoop", the presentation of a startling hard news story a day before its rivals, is virtually dead-killed by radio and television.

### **Essential vocabulary**

to entertain – розважати;

entertainment – розвага;

entertainment programme – розважальна програма;

television picture – телевізійне зображення;

a matter of seconds – справа кількох секунд;

small-town radio station – радіостанція в маленькому містечку;

to present news – повідомляти новини;

channel – канал;

broadcasting service – служба мовлення;

nation-wide service – загальнонаціональна служба мовлення;  
news service – служба новин;  
to establish television service / to launch television service – організувати телевізійну службу;  
to take service – приймати передачі;  
to broadcast – передавати по радіо, телебаченню;  
broadcast – мовлення, передача;  
educational broadcast – освітня передача;  
outside broadcast – позастудійна передача; політична передача;  
to produce television (radio) broadcast – підготувати, випустити телевізійну (радіо)передачу;  
live news broadcast – "жива" передача новин, прямий ефір;  
broadcasting – мовлення;  
direct satellite broadcasting – безпосереднє мовлення через супутник Землі;  
domestic broadcasting – внутрішнє мовлення;  
radio broadcasting – радіомовлення;  
television broadcasting – телевізійне мовлення;  
bulletin – бюлетень, зведення;  
news bulletin – зведення новин;  
headline – заголовок;  
to produce and distribute newspapers – випускати та розповсюджувати газети.

**Task 1.** Translate the following compound nouns into Ukrainian:

almost forgotten skating-rink craze; small-town radio stations; non-profit-making body; government-collected license fee; nationwide broadcasting service; the BBC nine o'clock radio news; the early morning radio news items.

**Task 2.** Study the following expressions and make up sentences using some of them:

a) to achieve success, fame, glory; one's purpose, one's ambition, one's aim, one's end; the realization of one's dream; an understanding; a good reputation;

b) to produce a film, a programme, a play, a book; a sensation, an impression; food, goods.

**Task 3.** Answer the following questions.

1. What is the name of your favourite famous journalist?
2. How has he achieved an outstanding success in journalism? (For example, by hard work, by experience, by brilliant reporting, by good training, by chance.)
3. Do you believe it is possible to achieve the good reputation of a professional without working hard?
4. What television programme do you like best?
5. What impact did it have on you?
6. Did it produce a sensation among viewers?

**Task 4.** Translate the following sentences into Ukrainian paying attention to the word *develop* and related words.

1. The plot of the new novel gradually developed in the author's mind.
2. He developed his mind by study.
3. The development of photographic films requires a dark room.
4. This magazine regularly covers the latest developments in foreign affairs.
5. Only by hard work can he develop his skills as a journalist.
6. He developed an interest in taking pictures at an early age.
7. The rest of the book merely developed the ideas of the first chapter.
8. He developed into a brilliant journalist.
9. Recent political developments were covered by all the national dailies.
10. In the book the editor of a large city newspaper tells the readers how to prepare for and develop a career in journalism.

**Task 5.** Translate the following sentences into English using the words *to develop* and *development*.

1. Викладіть, будь ласка, свої аргументи.
2. Інтерес до читання у нього розвинувся у ранньому віці.



3. З нього вийшов блискучий журналіст.
4. Він розвинув свою майстерність старанною роботою.
5. Я ще не проявив плівки, тому що був зайнятий.
6. Доповідь була присвячена економічному розвитку країни.
7. Автору не вдалося розвинути сюжет п'єси.
8. Я сподіваюся, автор розвине свою думку в наступному розділі.
9. Останні політичні події були висвітлені усіма центральними газетами.

**Task 6.** Give Ukrainian equivalents for the following phrases. Consult the text and a dictionary:

- the events distilled into a few words;
- to satisfy the human frailty of a world;
- today the news media are swamped by the very availability of news;
- the pattern of human communication;
- a passing technical fad;
- the ordinary man's receptivity to journalism;
- an evening's viewing;
- to take account of social changes;
- to catch on to this change;
- is tightly encapsulated;
- a highly abbreviated form;
- newspapers can be referred to;
- at greater length.

**Task 7.** Give English equivalents of the following expressions:

- засоби масової інформації;
- повідомлення, новина;
- невеликий допис (у газеті);
- розважати;
- розважальна програма;
- телевізійне зображення;
- радіостанція у маленькому місті;
- канал;
- служба мовлення;
- служба новин;

національна служба;  
регіональна служба;  
телевізійна служба;  
організувати телевізійну службу;  
приймати передачі;  
передавати по радіо, телебаченню;  
освітня передача;  
позастудійна передача;  
політична передача;  
підготувати телевізійну передачу;  
"жива" передача новин;  
безпосереднє мовлення через супутник Землі;  
бюлетень, зведення;  
радіомовлення;  
зведення новин;  
заголовок;  
випускати та розповсюджувати газети;  
спілкуватися (встановлювати контакт) із слухачами, глядачами, аудиторією;  
слухати зведення новин по радіо;  
мигцем переглянути газету;  
по радіо, по телебаченню;  
досягти успіху;  
випустити програму;  
проявляти плівку;  
розвинути сюжет.

### **Text 3. Who Is a Good Journalist?**

What makes a good journalist?

Many things. Even journalists will disagree on the order of importance of the qualities that go to make a good journalist. But they are all agreed that paramount in the make-up of a journalist is a deep and genuine interest in people – good people, bad people (who often make good news!), famous people, humble people, rich people, poor people, old people, young people, black people, white people – people of every type everywhere.

A person who has not this interest in other people will never make a good journalist. So if you are not very interested in other people and think that most people are a bit of a nuisance and you prefer not to have anything more to do with them than is necessary, journalism is not for you.

Hand in hand with this interest in people, should go the qualities of sympathy (so that you can see the other side of an issue even if you disagree with the person who holds it), open-mindedness (so that you do not make a hasty ill-informed judgement) and an inquiring mind (so that you can really get to the bottom of the thing you are asking about). Last, but certainly not least, the journalist needs to have humility. That does not mean that he goes around like a Sunday School teacher! But it does mean that the man who thinks he is a pretty clever chap and does not mind the world knowing about it, will never make a good journalist. The journalist – certainly the reporter – spends most of his day talking or listening to other people, and none of us is very fond of the man who is a show-off, who thinks he knows it all.

So these are the basic qualities for a journalist, but the required qualifications are very different things.

Let us look at the qualifications a journalist needs. Obviously he must be well enough educated to be able to write fairly clearly in whatever language it is he hopes to work in. The best journalists write simple, plain, direct English, generally preferring short words to long ones.

What about the rest of the educational qualifications for a journalist? Often it is the pupil who was fairly good at five or six subjects, and not brilliant at just one, who makes the best journalist. These sort of people seem rather better balanced, as it were, for the sort of life a journalist leads – often with a nose in half a dozen things in one day – than the specialist, who was so interested in, say, biology, that he never took much interest in history, geography, literature and other subjects.

But of course, nobody can say exactly what the best qualifications for a career in journalism are. They will vary enormously, according to the individual. There are plenty of highly successful journalists who were generally at the bottom of the class when they were at school, while many a man with a university degree has failed to make any mark in journalism.

## Essential vocabulary

quality – якість;  
genuine – справжній, істинний;  
genuine interest – щирий інтерес;  
famous – знаменитий;  
humble – скромний;  
issue – 1) спірне питання, предмет обговорення; 2) випуск, видання, номер, екземпляр (газети, журналу тощо);  
to inquire – запитувати, дізнаватися;  
inquiring mind – допитливий розум;  
humility – скромність;  
obviously – явно, ясно, очевидно;  
educated – освічений; розвинений;  
educated mind – розвинений розум;  
educated taste – розвинений смак;  
plain – 1) ясний; явний, очевидний; 2) простий, нехитрий;  
qualification – кваліфікація, підготовленість;  
educational qualifications – професійна підготовка.

**Task 1.** Look through the text and find English equivalents for the following Ukrainian phrases:

бути у класі серед неуспішних учнів;  
професійна підготовка журналіста;  
віддавати перевагу коротким словам, а не довгим;  
зробити поспішний висновок, що ґрунтується на недостатній інформації;  
стати кваліфікованим журналістом;  
які якості важливіші, щоб стати успішним журналістом;  
простою, ясною, зрозумілою англійською мовою;  
проводити більшу частину дня, розмовляючи з людьми;  
займатися масою справ протягом одного дня;  
найкраща підготовка для професії журналіста.

**Task 2.** Answer the following questions about the text.

1. What quality is the most important in the make-up of a future journalist?

2. What kind of people should a journalist be interested in?
3. What other qualities are essential for a future journalist?
4. Why is it necessary for a future journalist to have sympathy for other people?
5. Why aren't people usually fond of a person who is a show-off and thinks that he knows everything?
6. Why does the author think that a journalist needs humility?
7. How should a journalist write?
8. Is it good if a journalist uses very long sentences? Why?
9. Is it better for a future journalist to be good at several subjects than to be brilliant at just one? Why?
10. What kind of life does a journalist usually lead?
11. What kind of conclusion does the author come to?
12. Do you agree with the author's conclusion?

**Task 3.** Read the following sentences and develop the ideas expressed in them by adding one or two sentences logically connected with them.

1. Many things make a good journalist.
2. Even journalists can't agree which of them are more important.
3. First of all a journalist must be interested in people of every type.
4. One who has not this interest in people will not make a good journalist.
5. A journalist should have the qualities of sympathy, open-mindedness and an inquiring mind.
6. He needs to have humility.
7. He deals with people.
8. None of us is fond of the man who is a show-off.
9. The journalist must be a well-educated man.
10. He must be able to write in clear, simple, direct language.
11. He must be interested in many subjects but not in just one.
12. Nobody can say what the best qualifications for a career in journalism are.

**Task 4.** Match the meaning with the correct word.

1) basic	a) having a mind open to new ideas
2) famous	b) having or showing a modest opinion of oneself, one's position, etc.
3) genuine	c) said, made or done too quickly
4) successful	d) very bright; splendid; causing admiration
5) humble	e) quick in learning and understanding things, skillful
6) open-minded	f) above all others; the most important
7) ill-informed	g) true; really what it is said to be
8) plain	h) simple; ordinary; without luxury
9) brilliant	i) known widely; having fame; celebrated
10) hasty	j) having success
11) clever	k) fundamental
12) paramount	l) in the habit of asking for information

**Task 5.** Answer the questions by choosing one of the alternatives and give reasons for your choice.

1. Why do you think a future journalist should be interested in people?

- a) to be able to understand their lives better;
- b) to be able to make his articles more understandable;
- c) to be able to make his articles more interesting;
- d) to be able to get more information from people;
- e) to be able to do his work in a more professional way.

2. Why do you think a journalist should be sympathetic towards people?

- a) to understand people's needs and hopes better;
- b) to help people in every possible way;
- c) to see the other sides of the issue he is writing about;
- d) to avoid hasty ill-informed judgements;
- e) to understand other people's feelings or viewpoints.

3. Why do you think a journalist needs humility?

- a) to be able to get on easily with people;
- b) not to impose his views on people;

- c) to make a favourable impression on people;
- d) to make people talk with him;
- e) to win the respect and sympathy of people;
- f) to make people favour him with their confidence.

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

The man who

- a) has graduated from a university;
- b) is brilliant at many subjects;
- c) is a keen reader of books and newspapers;
- d) has a wide knowledge of international events;
- e) has a good educational background;
- f) is a self-made person with a great range of information in different fields;
- g) can behave appropriately under different circumstances.

5. Who do you think may be considered the best qualified person to take up journalism as a career?

A person who

- a) has graduated from the school of journalism;
- b) can write in simple, plain, clear language;
- c) is good at many subjects rather than brilliant at just one;
- d) has mastered typing, short-hand writing and driving a car;
- e) has worked on a newspaper for a long time;
- f) has contributed to a newspaper as a non-staff correspondent;
- g) is experienced as a journalist.

Or A person who is good at

- a) gathering important and interesting information;
- b) speaking foreign languages;
- c) taking interviews;
- d) reporting events;
- e) selecting and presenting news.

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

- a) to get as much information as possible;
- b) to find out all the details about the event he is reporting;
- c) to be able to understand people and their qualities better;
- d) to be able to see the background of the event he is analyzing;

- e) to be able to present the event from an unusual viewpoint;
- f) not to make a hasty ill-informed judgement.

**Task 6.** Complete the text with the best alternative.

As time 1\_\_\_\_\_, the power of newspapers seems to be on the 2\_\_\_\_\_. This is odd because in the relatively 3\_\_\_\_\_ past people were predicting that the influence of the written word would diminish in 4\_\_\_\_\_ proportion to the rate of increase of the spoken word and moving image through TV and video. As people whole-heartedly 5\_\_\_\_\_ the internet and cable and satellite television, why don't we see newspapers 6\_\_\_\_\_ out? How have these organs survived, let alone 7\_\_\_\_\_, particular on a Sunday? Why don't people who have watched a football match live on a small screen 8\_\_\_\_\_ the wisdom if rushing out the next day to read a 9\_\_\_\_\_ version in four or five columns? Why would anyone who has seen a film and formed a 10\_\_\_\_\_ impression of it the following day read a review of the 11\_\_\_\_\_ film in a newspaper? To see if s/he is right? Isn't that what friends are for? Don't we have colleagues for just that purpose – to see if our ideas on any 12\_\_\_\_\_ song, film or programme tally with others'?

1	A flies	B passes	C goes	D drags
2	A increase	B rise	C expansion	D build
3	A latest	B distant	C immediate	D recent
4	A exact	B direct	C precise	D equal
5	A embrace	B view	C agree	D win
6	A going	B decreasing	C dying	D declining
7	A flourished	B boomed	C flowered	D rooted
8	A press	B question	C ask	D increase
9	A curtailed	B cut	C reduced	D potted
10	A vivid	B coloured	C bright	D direct
11	A exact	B self-same	C last	D copied
12	A given	B taken	C subjected	D written



# Key

## Unit 1. Imagology

### Text 1. National Stereotypes

Task 1. 1 – breed; 2 – dispels; 3 – gets to know; 4 – be rushed; 5 – to impose on; 6 – run themselves down; 7 – take pride in; 8 – face; 9 – are fond of; 10 – are apt to.

Task 3. 1 – c; 2 – d; 3 – a; 4 – e; 5 – b.

### Text 2. The Ukrainians

Task 1. 1 – F; 2 – E; 3 – D; 4 – B; 5 – C; 6 – A (extra).

## Unit 2. Mass Media

Task 2. 1 – tabloid, broadcast; 2 – supplement; 3 – circulation; 4 – readership; 5 – feature; 6 correspondent; 7 – obituaries; 8 – editorial; 9 – coverage; 10 – censorship; 11 – newscaster; 12 – slogans; 13 – tuned in; 14 – logo; 15 – newscasters; 16 censorship, bias; 17 sensationalism.

### Text 1. The Press in Britain

Task 1. 1 – tending; 2 – classified; 3 – catering; 4 – profitability; 5 – circulation figures; 6 – exposing; 7 – cover price; 8 – sales gimmicks; 9 – mass market; 10 – coverage; 11 – in-depth; 12 – handled; 13 – proprietor; 14 – feature; 15 – reviews; 16 – provide; 17 – market share; 18 – readership; 19 – target; 20 – boost.

### Text 2. Types of Newspapers

Task 2. 1 – T; 2 – F; 3 – T; 4 – T; 5 – T; 6 – F; 7 – F.

Task 3. 1 – b; 2 – a; 3 – c; 4 – a; 5 – b; 6 – c; 7 – a; 8 – b, 9 – c; 10 – a; 11 – a.

### Text 3. Organization of a Newspaper

Task 2. 1 – c; 2 – d; 3 – a; 4 – b.

## Unit 3. What does a Journalist Do?

Task 1. 1 – b; 2 – d; 3 – e; 4 – a; 5 – c.

Task 3. 1 – out-of date; 2 – admiration; 3 – honour; 4 – companionship.

### Text 1. What Journalism Skills Are in Demand?

Task 2. 1 – i; 2 – f; 3 – b; 4 – j; 5 – h; 6 – d; 7 – a; 8 – e; 9 – g, 10 – c.

Task 3. 1 – h; 2 – e; 3 – b; 4 – i; 5 – f; 6 – j; 7 – a; 8 – d; 9 – g; 10 – c.

Task 4. 1 – unessential; 2 – revise; 3 – necessary; 4 – indifferent; 5 – false.

Task 5. 1 – c; 2 – i; 3 – d; 4 – h; 5 – b; 6 – g; 7 – f; 8 – j; 9 – e; 10 – a.

Task 6. 1, 2, 4, 5, 7 – to; 3 – of; 6 – on; 8 – into; 9 – for; 10 – with.

### Text 3. Who Is a Good Journalist

Task 4. 1 – k; 2 – i; 3 – g; 4 – j; 5 – b; 6 – a; 7 – l; 8 – h; 9 – d; 10 – c;  
11 – e; 12 – f.

Task 6. 1 – B; 2 – A; 3 – D; 4 – B; 5 – A; 6 – C; 7 – A; 8 – B; 9 – D;  
10 – A; 11 – B; 12 – A.

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НАВЧАЛЬНЕ ВИДАННЯ

# **ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)**

**Методичні рекомендації  
до практичних завдань  
та самостійної роботи студентів  
спеціальності 061 "Журналістика"  
першого (бакалаврського) рівня  
(англ. мовою)**

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