

BSU Series “English for Specific Purposes”

ENGLISH FOR JOURNALISTS

JOURNALISM AS A PROFESSION

АНГЛИЙСКИЙ ДЛЯ ЖУРНАЛИСТОВ

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Пособие предназначено для студентов факультета журналистики (по программе «Английский для специальных целей») для аудиторной и самостоятельной работы. Цель пособия – обучение навыкам и умениям всех видов речевой деятельности, овладение которыми необходимо для успешной реализации иноязычного общения в определенных учебных ситуациях.

Пособие предназначено для развития и совершенствования коммуникативных навыков; формирования языковой, кросскультурной и методической компетенции. Включает оригинальные тексты, задания по активизации устной и письменной речи, тестовые и творческие задания.

Пособие носит коммуникативный характер и имеет целью формирование иноязычной коммуникативной компетентности у учащихся, позволяющий использовать иностранный язык как средство осуществления профессионально-межличностного общения.

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PREFACE

The present textbook “Journalism as a Profession” caters for the second year students of the faculty of journalism, specialty journalism, international journalism. This book is a part of the study complex “English for Journalism” within the programme “English for Specific Purposes”. It is designed for encouraging students to develop language, speech, discourse and professional competence.

The aims of the present textbook are as follows:

- expanding vocabulary;
- development of reading skills;
- development of grammar skills;
- development of communicating skills;
- development of translation skills;
- development of skills of professional writing.

The textbook consists of two Units. The Units include:

- Part I. Students’ Book
- Part II Practice Book
- Part III Supplementary Reading
- Part IV Keys to Practice Book

The book is also supplied with the listening scripts and glossary.

The textbook contains samples of original texts on the issue of The Major Discipline and Its Scope.

The students are supposed to work on Part I in class. It includes: The textbook contains samples of original texts on the issue of Journalism.

- texts for reading and comprehension check;
- follow up activities;
- communication activities;
- translation activities; project work;
- listening/ watching;
- achievement test.

The material of Part II is mainly aimed at self study. It includes the following parts:

- expanding and learning vocabulary;
- reading;
- grammar in use;
- writing.

Both parts contain tests on reading comprehension, grammar and achievement check.

Part III includes additional texts on the topics under study. Keys in Part IV will help to improve and save time on checking.

UNIT I

THE DISCIPLINE I MAJOR IN

“I don’t know anyone who has got to the top without hard work. That is the recipe. It will not always get you to the top, but should get you pretty near.”

M. Thatcher



TOPIC PREVIEW

It is difficult to imagine a more rewarding way of life than journalism. It is fairly safe to say that the journalist who is most likely to get to the top is a good, all-round person and at the same time has made himself/herself something of an expert in one or two special directions. He/she must know a little about a lot, and a lot about a little. He/she should have not only an ordinary education, but an extraordinary broad one. On top of this he/she should have a pleasant personality, be sincere, enthusiastic, have a sense of humour, be dependable, sensitive, idealistic, dedicated, open-minded and responsible. Ask anyone in business what it takes to make a newspaperman you are likely to get the whole catalogue of human virtues in answer.

What sort of people are journalists? What skills do journalists need? What qualities and qualifications do they possess? What do journalists do? The answers to these and other questions you will find in the Unit.

- Why does journalism appeal to young men and women?
- What appeals you in journalism?
- Can anyone be a journalist?
- Have you seen any films about journalists?
- Think of the most important qualities of a journalist
- What important qualities of a journalist do you think you possess?



BROADENING THE HORIZONS

Text 1

JOURNALISM IS A HARD LIFE

Scan the text and share your ideas why journalism is an exciting field and at the same time a hard life.

Note !

Journalism (n) – the profession of writing for newspapers and magazines

Journalist (n) – a person whose profession is journalism

What sort of people are journalists? What qualities and qualifications do they possess? Why are they so devoted to their work?

Journalism is a hard life. It can be exciting, but it can be sometimes boring. It can be **frustrating**, too. It can be demanding and so make it difficult or impossible for you to do a lot of things that other people do in their spare time. It can separate you from your family for a great amount of your time; some journalists see their school-going children only at weekends. It can cut you off from a good deal of social life with your friends, and it can make it almost impossible for you to know when you will be free and what time you will have to call your own.

разочаровывающий

Despite this, those who are journalists can imagine few ways of life that are more rewarding, despite the **drawbacks** and frustrations of their profession. They know the **thrill** of meeting important people and of writing a good story – the excitement of being a journalist. Most journalists find their work interesting and **rewarding** on the whole. They face different situations every day. They have chances to meet important and interesting people and deal with **vital** social and political issues. They get pleasure from doing public service, however small contributions. While they work constantly under deadline pressures, they consider this to be part of “being in the action”.

недостатки
волнение, трепет

вознаграждающий

жизненно важный

A good journalist is not easily **rebuffed**. He/she must have a good deal of **self-reliance** and push and energy and initiative. Most journalists develop a feeling of **camaraderie** towards their colleagues, of belonging to news **fraternity**. As much as any field, modern journalism offers the stimulation of action, the **challenge** of discovery, the sense of creativity.

отказывать
уверенность в себе
товарищество
братство
вызов, сложная
проблема

Text 2

A JOURNALIST

Scan the text and pick up the most important information about the skills and qualities, which a good reporter needs for his/her work. Use the Help Box below to understand the unknown words.

Note !

Editor – a person who is in charge of a newspaper or magazine, and responsible for its organization and opinions: e.g *The editor of “The Daily Telegraph”*

Help Box

1) to misquote	to make a mistake in reporting
2) mischief	behaviour that causes trouble and possibly damage
3) crusading	a united effort for the defiance or advancement of an idea, principle, etc.
4) to expose	to uncover; to make known
5) to conceal	to hide; keep from being seen or known
6) scruples	the desire to do what is right; conscience
7) bias	a tendency to be in favour of or against something or someone without knowing enough to be able to judge fairly; prejudice
8) preconceived	(an idea, opinion) formed in advance, without (enough) knowledge or experience
9) cantankerous	bad-tempered, quarrelsome
10) seedy	having a poor, dirty, worn-out appearance
11) shifty	looking dishonest, not to be trusted
12) to conform	to behave in accordance with generally accepted ideas or customs
13) rewarding	worth doing or having; giving satisfaction, but perhaps not much money
14) virtue	goodness, nobleness, advantage as shown in right behavior
15) innate	which someone was born with

Pay attention to the commonly confused words in English:

Dependable – adj. able to be trusted; reliable: *She won't forget – she is very dependable.* (a dependable source of income).

Dependant – n. a person who depends on someone else food, clothing, money etc.: *Please state your name, age, and the number and the number of dependants you have* (=your husband/wife, children etc).

Dependent – adj. 1. (on) needing the help or support of someone or something else: *a dependent child. The country is heavily dependent on foreign aid.* 2. (on) that will be decided by: *The size of the crowd is largely dependent on the weather.*

Think and give titles to each of the three parts of the text.

1. When you think of a journalist, what comes to your mind?

The image of someone nobly and fearlessly revealing truths? A dedicated professional prepared to work long hours for little money to bring the news to their audience? Or someone determined to *misquote* (1) and cause *mischief* (2)?

The Concise Oxford Dictionary describes a journalist as “one whose business is to edit or write for a public journal”.

Are journalists *crusading* (3), incorruptible professionals supported by a fearless editor, determined to *expose* (4) hypocrisy and corruption? Do they place the interests of those who require information above those who seek to *conceal* (5) it? Or are they people without *scruples* (6) or regards for their subjects who will print anything to gain more readers or viewers, or further their own career? Or do they recognize their responsibility to see and hear as much as possible and pass on an accurate, *unbiased* (7) picture to their readers, views and listeners, to allow them to have an informed impression?

Do you have a *preconceived* (8) view?

There are certainly stereotypes, such as the powerful, ambitious editor, the *cantankerous* (9), convincing news editor, the *seedy* (10), *shifty* (11) reporter and the chaos of a news-room. Many journalists fulfill many of these expectations, but there is no classic profile which all the journalists *conform to* (12). They are all different.

2. The journalists' primary objective is to educate, entertain and inform.

It is difficult to imagine more *rewarding* (13) way of life than journalism. It is fairly safe to say that the journalist who is most likely to get to the top is he who is a good, all-round person and at the same time has made himself/herself something of an expert in one or two special directions. He/she must know a little about a lot, and a lot about a little. He/she should have not only an ordinary education, but an extraordinary broad one. On top of this he/she should have a pleasant personality, be sincere, enthusiastic, have a sense of humour, be dependable, sensitive, idealistic, dedicated, open-minded and responsible. Ask anyone in business what it takes to make a newspaperman you are likely to get the whole catalogue of human *virtues* (14) in answer.

A journalist is a person who practices gathering and dissemination of information about current events, trends, issues and people.

The term "journalist" also includes various types of editors and visual journalists, such as photographers, graphic artists, and page designers.

To be a good journalist you must have a great deal of curiosity. You must like people and be interested in what they do, you must be able to get on easy and friendly terms with men and women of all sorts, however much they may differ from each other or from you. Journalism is no place for the shy person who finds it difficult to talk to strangers.

So far a journalist is reasonably well-educated, decently turned out and more than just comfortable in English.

What other tools does he need for his trade? He, or she, needs a quick, inquiring mind, one that is interested in what is going on not only in his/her own locality or even his/her own country but in what is going on in the world at large; an *innate*(15) interest in mankind and what mankind is up to. The phrase that sums this up is well rounded.

3. Editors and other experts have cited many qualities that make a good journalist. Some say curiosity, a "nose for news". Others say integrity and courage, or vitality, or diligence. Still others say an ability to write with style and a disciplined mind to understand and relate the complex issues of modern times.

What qualities do newspaper editors look for?

One of the editors sums up what he considers the minimum requirements for a journalist: a thorough education, sound training, and discipline; familiarity with basic skills of a journalist; a deep respect for one's personal and professional integrity.

To convince an editor you are worth appointing you will need to be able to demonstrate the following:

- an interest in current affairs at all levels
- lively interest in people, places and events
- an ability to write in a style which is easy to understand
- good spelling, grammar and punctuation
- an appreciation of the part a local newspaper plays in the community
- a willingness to accept irregular hours
- an ability to work under pressure to meet deadlines
- determination and persistence

If you think you can measure up to these standards try to take up journalism as a career.

Comprehension Check

Task 1

Explain in English how you understand the following expressions.

- a dedicated professional;
- a rewarding way of life;
- to have an ordinary/extraordinary education;
- gathering and dissemination of information about current events;
- “a nose for news”;
- an all-round person.

Task 2

Develop the following statements using the information from the text.

- a) a journalist is a person who practices journalism;
- b) to know a little about a lot, and a lot about a little;
- c) a journalist needs an inquiring mind;
- d) editors and experts have cited many qualities that make a good journalist.

Task 3

Imagine that you are a newspaper editor. Name the qualities of a journalist which the editor would like to find in an applicant for a job. You may make a list of the most important qualities from your point of view to share your ideas with your group-mates. Whose list is longer?

Task 5

Work in pairs. Sum up what the text says about the personality of a journalist. Do you share the opinion of the author?

Text 3

THE PERSONALITY OF A JOURNALIST

Read the text, pick up the most important information about the personality of a journalist. Try to remember the information from the text for further discussions in class. Think of your own ideas about the personality of a reporter which you can add. Use the Help Box below to understand the meaning of the words.

Help Box

1) disregard	lack of proper attention to or respect for someone, something; neglect:
2) to overlook	not to notice; miss
3) connotation	the feeling or ideas that are suggested by a word, rather than the actual meaning of the word
4) to negate	to cause to have no effect
5) accolade	strong praise or approval
6) edge	the part or place where something ends or begins
7) lucid	well expressed and easy to understand; clear

8) concise	short and clear; expressing a lot in a few words
9) relevant	directly connected with the subject
10) to acquire	to gain or come to possess esp. by one's own work, skill, action

So let us start by taking a close look at just what a reporter is. He is not a messenger waiting to be sent somewhere. He should not be treated as such and he should certainly not regard himself as such. Far too many editors treat their reporters as messengers and far too many reporters seem to regard themselves as little more than fetch and carry men. All over the world you will find reporters sitting around newsroom like porters in hotel lobbies waiting to be told to go and bring somebody else's luggage in.

It has to be said that by and large reporters, who after all, are only people on a newspaper the public ever comes into contact with, are not too highly regarded by the public. Some of this *disregard (1)* is because the press itself is often not respected, but quite often reporters are not well thought of because they do not present themselves in a professional manner. A lot of the remedy is in the reporters' own hands.

When a reporter went to interview the minister of labour in an East African country about the growing unemployment problem, the short-tempered minister asked him: "Just because you are writing about the unemployed, do you have to dress like them?" With open-necked shirt that had not been to the laundry for a week, a jacket with two buttons missing, trousers which had never been pressed since they left shop, and shoes which had never seen polish, it was a fair question.

If reporters present themselves looking scruffy, they must not complain - though they frequently do - if they are treated scruffily by people in authority and with little respect by anybody else.

Reporters are one type of journalists. They create reports as a profession for broadcast or publication in mass media such as newspapers, television, radio, magazines, documentary films, and the Internet. Reporters find the sources for their work, their reports can be either spoken or written, and they are generally expected to report in the most objective and unbiased way to serve the public good.

In the early 19th century, a journalist simply meant someone who wrote for journals, such as Charles Dickens in his early career. In the past century it has come to mean a writer for newspapers and magazines as well.

Many people consider "a journalist" interchangeable with "a reporter", a person who gathers information and creates a written report, or story. However, this *overlooks (2)* many types of journalists, including columnists, leader writers, photographers, editorial designers, and sub-editors (British) or copy editors (American). The only major distinction is that designers, writers and art directors who work exclusively on advertising material – that is, material in which the content is shaped by the person buying the ad, rather than the publication – are not regardless of medium, the term "journalist" carries *a connotation (3)* or expectation of professionalism in reporting, with consideration for truth and ethics although in some areas, such as the downmarket, scandal-led tabloids, the standards are deliberately *negated (4)*.

Education is clearly important but that does not mean that the better educated he/she is the better a reporter will be. In the USA and Great Britain reporters clearly need a sound of schooling, but there is a lot more to education than going to school and certainly a lot more to being well educated than having a degree. There is a nasty tendency all over the

world, and more particularly in poorer countries, to see a degree as some sort of special *accolade* (5) putting the holder above others.

Anyone who has been to a British university has been privileged but let them not think a degree is a guarantee of quality over those who have not got one. Any young man or woman coming out of secondary school with a good scholastic record has basic education enough to make a journalist. They will need a good many other qualities, the first of which is the realization that in the wider sense their education for life has just begun, but so far as the schoolroom is concerned they need go no further. Clearly, this does not mean that those who have gone to a British University have been wasting their time but at the very best university graduates entering journalism should only consider they have perhaps a competitive *edge*(6) on those who have not been to university.

What skills do journalists need

Let's start at the beginning: you need to be able to write. Not school essays, not poems, not diary entries – but news stories and feature articles. You will need to learn how to put your reader's needs first and structure stories for publication. You will have to write to deadline and to a specified length, and be able to edit stories for style and length. You must be able to write, not necessarily at the standard of great writers, but in a simple and *lucid* (7) fashion and, above all, quickly, and in short sentences which convey *concisely* (8) what is meant.

Good spelling is primarily a matter of remembering. No reporter is going to get very far in his career if he is bad at spelling for if he cannot spell he almost certainly does not know the meaning of many of the words he cannot spell. If the reporter writes straightforward, simple sentences which on the whole are shorter rather than longer he will have much less trouble with punctuation. Punctuation is supposed to make reading easier but if the writing is already easy to read there will be less need for punctuation.

You will need to know how to research stories. Journalism is about reporting on what is happening now or will happen in future. By the time a story gets into print, it is old news. Academics rate the printed word highly, but as a journalist your best research tools will probably be the telephone and the web insofar as that helps you find people to interview. You will also need to be able to generate story ideas. You will need to learn what interests your audience and how to find new stories they want to read before they even realise they want to read them. To write and research stories easily, you will need to understand your subject. If you are a specialist writing about a particular subject, you will need to know the lingo and be able to use it correctly and you will need to be able to provide context to your story by filling in *relevant* (9) background. Newspaper journalism is often seen as glamorous and exciting but, as with any occupation, success comes only after much hard work and routine activity. However, each day in newspapers is different and the training you receive will give you the flexibility to cover a wide range of news stories and features.

The skills you require mostly depend on the kind of journalism you want to do. If pressed, most journalists will tell you that the most important skills are persistence, imagination, self-discipline and huge self-confidence. More specifically, journalism covers a range of tasks. In print, these will include reporting, feature writing, sub-editing, photography, layout, illustration and graphics and a host of specialist jobs from drawing cartoons and compiling crosswords to researching background and commissioning artwork. The NUJ (the National Union of Journalists) also includes authors, translators, book-production staff and workers in press and public relations among its members. You may

benefit from conventional skills such as shorthand, an understanding of the principles of linguistic or visual presentation, experience of research, and familiarity with office software.

In broadcasting, you could find yourself writing scripts, reporting, presenting, producing or even editing audio and video. With the growth of digital media, broadcast journalism is changing radically and radio and TV journalists may have to acquire a whole new range of technical skills to go along with the conventional skills listed above. The rapidly expanding field of on-line journalism presents even more challenges. An increasing number of journalists have to adopt a 'portfolio' approach to their careers. Even those who are not freelancers find that they may be required to work on magazines, web-sites and multimedia presentations within the same company.

Newspaper journalism draws on all the knowledge and skills you have *acquired (10)* and can give you a tremendous sense of achievement. If you have got what it takes, journalism could be the career for you!

Comprehension Check

Task 1

Mark the statements as True or False.

1. In the 19th century, a journalist meant someone who wrote for journals.
2. There is a slight difference between a journalist and a reporter.
3. To make a good career in journalism one needs academic education.
4. The skills a journalist needs depends on the kind of journalism he/she wants to do.
5. With the growth of digital media, broadcast journalism is changing radically.

1	2	3	4	5

Task 2

There are many different set expressions in the text which might be useful for describing the personality of a journalist. Explain in English how you understand the following.

- a. to be going to get very far in one's career
- b. to give one flexibility to cover a wide range of news stories and features
- c. to draw on all the knowledge and skills one has acquired
- d. to need a sound of schooling
- e. to have a competitive edge on smb
- f. to benefit from conventional skills

Task 3

Answer the following questions using the information from the text.

1. Why are often reporters not too highly regarded by the public? Can you give examples from the text or from your own experience?
2. What does the term "journalist" include according to the text?
3. Do you know the difference between a journalist and a reporter?
4. Is education important for a British journalist?
5. What skills should a journalist have? Dwell on the most important skills

Task 4

Develop the following thoughts with the statements from the text.

1. Quite often reporters are not well thought of because they do not present themselves in a professional manner.
2. Reporters are one type of journalists.
3. Many people consider “a journalist” interchangeable with “a reporter”.
4. Education is clearly important for a British journalist.
5. A journalist needs many professional skills to apply in his work.

Task 5

Do you remember the text in details? What is necessary to be a good journalist according to the text. Work in pairs. Try to fill in the chat using the information you remember from the text.

Skills	Qualities



COMMUNICATION ACTIVITIES

Task 1

Summarize the material from Text 3, think and share your own ideas to prove the following.

1. Education is important, but that doesn't mean that the better educated a person is the better a reporter he/she will be.
2. For a reporter to be able to write doesn't mean to write essays, poems, diaries.
3. Quite often reporters are not well thought of because they don't show themselves as professionals.
4. No one reporter should regard himself as a fetch and carry man.

Task 2

You have read the text about the personality of a journalist. Do you share the viewpoint on the most important skills and qualities of a journalist presented in the text? Give your reasons.

Task 3

Discuss the following with your partner, use the information from the text.

1. What is the name of your favorite famous journalist?
2. How has he/she achieved an outstanding success in journalism? (for e.g., by hard work, by experience, by brilliant reporting, by good training, by chance).

3. Do you believe it is possible to achieve good reputation of a professional without working hard?
4. "Failure is the only thing that can be achieved without any effort". Do you agree?

Task 4

The following exercise will help you get ready for a discussion on some of the problems dealing with the make-up of a journalist. Work in pairs. Choose 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 article 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 better professionally
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 judgments
 - e) to understand other people's feelings or viewpoints
3. Who do you think may be considered the best qualified person to take up journalism as a career? The man who
 - a) has graduated from the 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) can behave appropriately under different circumstances
4. Why do you think a journalist must have an inquiring mind?
 - a) to get as much information as possible
 - b) to find 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 present the event from an unusual viewpoint
 - e) to be able to see the background of the event he is analyzing

Task 5

Work in groups. Think of a successful person in journalism you admire and tell the other people in the group about the life of the person without saying who it is. Can they guess who you are thinking of? What are the main factors in the success of that person? Name the best qualities the person possesses.

Task 6

Finding out about yourself. Which of the following are true for you? If none of the answers are appropriate, you may provide your own. Compare and discuss your answers with your partner. Present what you've found out about your partner to the other students.

a. How do you describe your character? Is it:

Shy and reserved?

Aggressive?

Confident?

Hesitant?

Proud?

.....?

b. What do you feel about other people?

Have a lot of friends?

Dislike most people?

Relate better to nice people?

Find most people boring?

.....?

c. How do you behave with other people?

Like to start conversations with strangers?

Prefer to wait until you are spoken to?

Dislike being touched by strangers?

Prefer to be surrounded by lots of people?

Like being on your own?

.....?

d. Do you like to communicate? Do you:

Like sitting in silence with other people?

Prefer listening to people talking than talk yourself?

Talk quickly?

Like telling jokes?

Think of yourself as a chatterbox?

.....?

e. What's your sense of humour? Do you:

Find a lot of people funny?

Laugh at jokes?

Laugh at yourself?

Find it amusing when you have an accident?

Laugh out when something funny happens to other people?

.....?

f. What is your attitude to work? Do you:

feel you have to keep active?

Look forward to holidays?
Find it difficult to sit still?
Hate work?
Think you are lazy?
.....?

h. Which of the following describe you?

Religious?
Academic
A live wire
Sexy
.....

Task 7

Rope-play.

Imagine what kind of dialogue could be going on between a journalist and an editor who would like to hire a promising young journalist. Try to imitate the atmosphere during the interview, think of the possible questions which the editor would ask to find out about the qualities and qualifications of an applicant. Imagine that you are an editor-in-chief and are interviewing an applicant for a job in your newspaper. Act it out in class.

You may ask him/her.

- a) whether he has had any experience in journalism
- b) what newspaper he has worked for
- c) what his mark in English was
- d) why he has decided to take up journalism as a career
- e) what subjects he was interested in
- f) what mark he got for the subject he liked best
- g) whether he can speak any foreign languages
- h) whether he can type
- i) what speciality he would prefer to work at
- j) what newspaper he finds most interesting
- k) whether he is keen reader of newspapers
- l) whether he has ever had any experience in conducting interviews

Task 8

Work in groups. Make a list and discuss the most important qualities and skills of a journalist and create the image of an ideal personality of a reporter as you see him. Try to remember and use the information from the text you have read. It will help you. Add your own ideas. Present your images to the group-mates.

Task 9

Work in pairs. Read the following statements and choose those, which you like most, think whether you agree with the thoughts expressed in the statements, add your ideas, discuss and give your reasons.

You cannot know too much or have too many useful qualities to be a good journalist.

It is the delight in telling somebody something, it seems to me, that makes a man go into journalism and thereafter constitutes his personal reward.

Compared to men, then, women in journalism are few, and the road is harder for them. But there is no doubt about it. Some of the best newspapermen in the business are women.

What you do every day is use your intellect and your talents to create something that is new and unique to you.

As much as any other field, modern journalism offers the stimulation of action, the challenge of discovery, the sense of creativity.

The 19th century was the era of the novelist, the 20th is the era of the journalist.

The TV men are certainly more important than the newspapermen, which is undoubtedly true they are certainly more noisy.

Task 10

Read text 9 from Supplementary Reading “Why Journalism isn’t a Profession” by Sam Smith. Organize a panel discussion about journalism as a profession based on the information given in the text. How would you comment the quotation “Journalism has always been a craft – in rare moments – an art – but never a profession?” Do you agree or disagree with the author? Why do journals welcome “non-professional writers?” Give your reasons.



TRANSLATION ACTIVITIES

Task 1

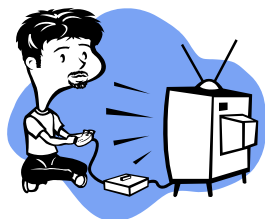
There are two small extracts. Choose and translate in writing one of the extracts.

1. Every entrant to journalism needs a high standard of English, written and spoken. Whether anybody likes it or not, and plenty of people do not like it, English is now the international language and no journalist is going very far without it. If there is any would-be-journalist who thinks that by requiring a good quality English he is in some way demeaning his own nation and even making some sort of acknowledgement to what may have been his country’s old colonial master, then he should get that right out of his head at once. In fact, the principal reason why English is now virtually an international language is as much to do with the United States and their world influence as it has to do with Britain.

2. Paparazzi is a plural term for photographers who take candid photographs of celebrities, usually by relentlessly shadowing them in public and private activities. The term paparazzi

is often used in a derogatory manner. Originally, it referred to Italian celebrity photographers who learned that a picture of a movie star throwing a punch was more valuable than pictures of stars smiling (celebrity tantrums are a common entertainment story in the mass media). It is this antagonistic interaction that is the true hallmark of a paparazzo (paparazzo is the singular form). However, the term is often used erroneously for photographers who merely take pictures of people of note. Use of the term derives from "Paparazzo", the name of a news photographer character in Federico Fellini's film *La Dolce Vita*. Paparazzo means "sparrow" in Italian.

WATCHING VIDEO



Watch the video “Ten Commandments of the Journalist”

Task 1

Translate into English 10 commandments presented in the film.

1. Работай увлеченно!
2. Сообщай о важном!
3. Работай планомерно!
4. Будь конкретен!
5. Подготовься и слушай!
6. Не мешай развитию событий!
7. Береги культуру языка (речи)!
8. Создавай новые версии!
9. Будь нейтрален к последствиям!
10. Иди в ногу со временем!

Task 2

Try to recollect what is said in the film about commandment Nr1.

Fill in the missing information as it is presented in the film.

Работай увлеченно! (Заповедь № 1)

1. The job of a reporter is the search for the answer to the questions ... ?, ... ?, ...?, ...?
2. News is

a)	d)
b)	e)
c)	f)
- 3.

Types of news	Examples
Concrete	
Long term	

4. The task of mass media in the contemporary world is ...
5. Enthusiasm implies ...

Task 3

Answer the questions trying to use the information from the film.

Сообщай о важном! (Заповедь № 2)

1. What is considered to be important news?
2. What's the essence of the conflict between the content and the form of presentation?
3. What's implied under the "spiral of hopelessness"?
4. What is "public journalism"?

Task 4

Answer the questions on Commandment № 3.

Работай планомерно! (Заповедь № 3)

1. How is the freedom of speech guaranteed in Sweden?
2. What are the sources of information to the Swedish news programs?

Task 5

State the slogan. Which of the examples do you consider the best illustration to the 4th commandment? Give your reasons.

Будь конкретен! (Заповедь № 4)

- a) shares of state budget;
- b) Palestinian nomad on the background of an Israeli bulldozer

Translate into English.

Конкретизация делает журналистику понятной.

Task 6

a) Try to recollect the information given in the 5th part of the film, the following questions will help you:

Подготовиться и слушать! (Заповедь № 5)

1. What is this part of the film devoted to?
2. What is the structure of the interview?
3. Do you remember what types of interview are mentioned in the film?
4. How to prepare for an interview?

b) Prepare and conduct a short interview with your partner on any imaginable topics using the recommendations given in the film.

Task 7

Discuss with your group-mate the work of radio and TV reporters using the information from the film.

Не мешать развитию событий! (Заповедь № 6)

Task 8

a) Give your comments on slogan Nr7. Do you consider the slogan to be important in the work of every reporter? Why?

Береги культуру языка (речи) (Заповедь № 7)

b) Explain the difference between announcement, news tag and report.

c) State the recommendations on language,

Voice,

Reading,

Presenting material

Task 9

Be ready to render the following extract from the film into English.

Создавать новые версии! (Заповедь № 8)

Представьте себе, что каждая новость – это алмаз, который можно по-разному обрабатывать и которым можно по-разному любоваться. Всякий раз, когда вы будете рассматривать его под другим углом или в ином освещении, он будет казаться вам новым камнем, оставаясь при этом все тем же алмазом.

(вольный перевод из Валери Геллер)

Самая распространенная претензия, которую предъявляют нам слушатели и зрители – многочисленные повторы в программах. Зачастую эти претензии вполне обоснованы. С другой стороны, важные новости должны повторяться в каждом выпуске. Сообщение о землетрясении или авиакатастрофе не может быть пропущено в выпусках последних известий в 10 и 11 часов, а затем опять появиться в 12. В процессе последовательной передачи информации новости, имеющие значимость, должны быть представлены в каждом обзоре последних событий.

Task 10

Try to recollect the 9th part of the film and be ready to say what the principle of the neutral attitude to the consequences of events means.

Быть нейтральным к последствиям! (Заповедь № 9)

Task 11

Translate into English the conclusion which is made at the end of the 10th part of the film.

Идти в ногу со временем! (Заповедь № 10)

Задача систематически, увлеченно и конкретно сообщать о важных явлениях и событиях, тщательно подготовившись и прислушиваясь к тому, что говорят собеседники, не препятствуя развитию событий на месте, и преподнося новость литературным языком, но в обновленных версиях в разных выпусках последних новостей, руководствуясь в работе принципом нейтрального отношения к последствиям, предъявляет к журналисту требование идти в ногу со временем!

Task 12

Read the following statements and quotations. Give your comments on them.

1. Where the press is free and every man able to read, all is safe.

Thomas Jefferson

2. When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog that is news.

John B. Bogart

3. News is what a chap who doesn't care much about anything cares to read. And it's only news until he's read it. After that it's dead.

Evelyn Waugh

4. A newspaper should be the maximum of information, and the minimum of comment.

R. Cobden

5. The Nineteenth Century was the era of the novelists, the Twentieth is the era of the Journalists.

6. As much as any other field, modern journalism offers the stimulation of action, the challenge of discovery, the sense of creativity.

7. I have never worked outside journalism; but after 34 years in journalism I am still fascinated by birth of the daily newspaper. Every day is a new day. Yesterday's news is history.

8. You cannot know too much or have too many useful qualities to be a good journalist.

9. The TV men are certainly more important than the newspapermen, which is undoubtedly true but they are certainly more noisy.

10. It is the delight in telling somebody something, it seems to me, that makes a man go into journalism and thereafter constitutes his personal reward.



ACHIEVEMENT TEST

Task 1

Choose the best variant.

1. The reporter should be a responsible, ... and dedicated person
a) dependable b) dependent c) humble

2. Obviously he/she must be well enough educated to write ... in whatever language it is he hopes to work in.
a) simply b) clearly c) plainly
3. Is it easier to report for ... television or ... radio?
a) the, the b) ..., ..., c) the ,...
4. Why is it difficult for a ... person to attract people's attention?
a) genuine b) humble c) famous
5. The best journalists write ... simple, plain, direct English.
a) ... b) on c) in
6. There are plenty of highly successful journalists who were not too brilliant at school, while many ... man with a university degree failed to make any mark in the profession.
a) a b) the c)
7. This article is topical interest.
a) of b) on c) for
8. He is looking for a ... on TV.
a) job b) work c) employment

(8 points)

Task 2

Match the meanings with the right words.

1) to hide, to keep from being seen or known	a) successful
2) to behave in accordance with accepted ideas	b) fortunate
3) a tendency to be in favour of or against something or someone; prejudice	c) risky
4) goodness, nobleness	d) ambitious
5) directly connected with the subject	e) deliberate
6) not to notice, miss	f) inevitable
7) the place where smth ends or begins	g) to overlook
8) having a strong desire for success, power, wealth, etc	h) to conceal
9) which cannot be prevented from happening, certain to happen	i) relevant
10) done on purpose or as a result of careful planning, intentional	j) to conform
11) having done what one has tried to do	k) virtue
12) having a high degree of risk, dangerous	l) edge
13) having or bringing a good condition or situation	m) bias

(13 points)

Task 3

Give English equivalents for the following Russian words and word-combinations.

Опрометчивое, необдуманное суждение, основанное на недостаточной информации; качества, которые необходимы, чтобы стать хорошим журналистом; уметь писать

достаточно ясно; профессиональная подготовка журналиста; статья хорошим журналистом; освещать новости

(7 points)

Task 4

Select the related words.

Productivity, communication, information, entertainment, journalist, achievement, transformation, distribution, recitation, presentation, production, communicate, inform, entertain, journalism, achieve, transform, recite, present, distribute, produce, communicative, informer, entertaining, journal, achievable, transformable, recitative, presentable, distributor, producer, communicable, informal, entertainer, transformer, recital, presently, distributive, product, communicant, informative, entertainingly, journalistic, presence, productive.

(10 points)

Task 5

Mark the sentences as True or False.

1. The Concise Oxford Dictionary describes a journalist as “one whose business is to edit or write for a public journal”.
2. The term Journalist includes only those who work in newspapers.
3. There exists a classic profile which all journalists should conform to.
4. Journalism is hard life. It can be exciting, but never boring or frustrating.
5. Education is clearly important but that does not mean that the better educated he is the better a reporter will be.
6. Any young man or woman coming out of secondary school with a good scholastic record has basic education enough to make a journalist.
7. The skills you require mostly depend on the kind of journalism you want to do.

(7 points)

Task 6

Fill in the missing word in every gap.

1. TV journalists may have technical skills to go along with the conventional skills.
2. Reporters are generally expected to report in the most and way to serve the public good.
3. Reporters have to write to and to a specified length and be able stories for style and length.
4. The rapidly expanding field of on-line journalism presents many
5. The life and work of a the Foreign Correspondent have a strong ... for most young men and women in journalism.
6. Nobody can say exactly what the best ... for a career in journalism are.

Unbiased, deadline, challenges, edit, to acquire, objective, a whole range of, appeal, qualifications

(6 points)

Task 7

Complete the sentences using the information from the texts.

1. A journalist is a person who
2. To be a good journalist you must ...
3. To convince an editor you are worth appointing you will need to be able to
4. Reporters are one type of journalists.....
5. Education is clearly important. Reporters need.....

(5 points)

Total 56 points –100%

points	rates
56	10
52	9
48	8
44	7
40	6
36	5
30	4

UNIT II

THE MAJOR DISCIPLINE AND ITS SCOPE TRAINING AND CAREERS IN JOURNALISM

*You cannot know too much or have
too many useful qualities
to be a good journalist*



TOPIC PREVIEW

Newspaper journalism is often seen as glamorous and exciting, but as with any occupation, success comes only after much hard work and routine activity. However, each day in newspapers is different and the training you receive will give you the flexibility to cover a wide range of news stories and features.

What training is necessary to make a good career in journalism?

Why does journalism appeal to young people?

Do you think that to be a good journalist one needs a higher standard of qualifications?

Is the life of a journalist very exciting?

Do you think that journalists don't need good knowledge, but should be talented?

The answers to this and other questions you will find in Unit II.



BROADENING THE HORIZONS

Text 1

BEING A JOURNALIST

Scan the text and say what being a journalist from your point of view is.

Being a Journalist: Expectations and the real World

Being a journalist is a profession full of dreams and desires, and since the beginning of the process to become one, the student has to face the contrast between the university and the real environment, because journalism has an advantage, that can be disadvantage too. That is, that everybody can look at the work that a reporter does, because this is the real meaning of journalism, to work for the **community** and for the public cause. Being in the front of the reality and in the center of illusions is the place in which the students can see the roads they can follow in the real world. Money, ethics, ideals, micro or macro-media? That becomes a dilemma when the world is in front of its expectations, and when life and people begin to

сообщество

remind them that, as teachers use to say:” this world can chew you up and spit you out.”

What is the Ideal Training for Journalism in the UK?

There isn't any really. But I think you can make a case for at least a theoretical ideal. That is to go to a first-class college for liberal-arts course, while working on a school paper. Also, while still in college, you should get a job on a weekly or daily newspaper during summer vacations. This is almost certain to lead to a full-time job after graduation. And then, after one or two, perhaps even five years as a reporter as a desk man, you can go to a journalism school that offers graduate instruction. By now you will have learned from experience what it is in journalism that you don't know well enough. And you can take both journalism and academic courses, and perhaps specialize in your chosen field of municipal government or science or history or literature or whatever you prefer. The only **hitch** in this plan is that, once most of us get a full-time job, with an attendant monthly salary, it is not easy to give up that salary and go back to school.

заминка,
помеха

Text 2

**THE NATIONAL COUNCIL
FOR THE TRAINING OF JOURNALISTS.
A BRIEF HISTORY**

Scan the text, getting relevant information about the NCTJ and training which a journalist needs. Be ready to use the information from the text in the discussion in class. Use the Help-Box below to understand the meanings of the words.

Note!

The National Council for Training of Journalists (NCTJ) - Национальный Совет по подготовке журналистов;

Department of Education and Science – Министерство образования и науки;

The Royal Commission on the Press –Королевская комиссия по делам печати;

Help Box

1) efficiency	the quality of being efficacious (producing the desired effect)
2) gap	an empty space between two objects or two parts of an object
3) to undertake	to take up or accept
4) assessment	the value or amount at which smth is calculated
5) accredited	officially recognized as reaching a certain standard or quality
6) a range of	a set of different objects of the same kind
7) assessor	a person who advises an official committee on matters that demand special knowledge
8) quote (quotation)	a sentence or phrase taken from a work of literature or other piece of writing and repeated

9) to adjust	to change slightly to make suitable for a particular purpose or situation
10) to ensure	to make smth certain to happen
11) logbook	registration document

The NCTJ was founded in 1951, following the findings of a Royal Commission on the Press. Its report, in 1949, said:

“The problem of recruiting the right people into journalism, whether from school or from university, and of ensuring that they achieve and maintain the necessary level of education and technical efficiency (1), is one of the most important facing the Press, because on the quality of the individual journalist depends not only the status of the whole profession of journalism but the possibility of bridging the gap (2) between what Society needs from the Press and what the Press is at present giving it. The problem is the common interest and the common responsibility of proprietors, editors and other journalists...”

The NCTJ’s first training programme was a three-year one during which trainees were advised to study English, Central and Local Government and Shorthand at colleges of further education and to follow the NCTJ’s correspondence course in Newspaper Law, which was examined in the “General Proficiency Test” taken at the end of the training period.

The NCTJ offers a full range of distance learning courses in newspaper and magazine journalism, and sub-editing for those trainees not able to *undertake*(3) full-time training at colleges, and a programme of short courses for those wishing to develop different skills or update themselves.

Since 1993 a national *assessment* (4) centre for the Government’s Vocational Qualifications programme, the NCTJ also offers the full range of journalism and press photography.

In 1993 the NCTJ became a Registered Charity, and in 1994 set up its own wholly-owned trading company - NCTJ Training Ltd., through which it continues to offer both basic and short courses.

The NCTJ’s Basics of Sub-editing distance learning course was introduced in 2000.

In November 2001 the NCTJ celebrated its Golden Anniversary - 50 years of journalism training.

The National Council for the Training of Journalists delivers the premier journalism training scheme in the UK. It is dedicated to providing a world-class education and training system that develops current and future journalists for the demands of the 21st century.

The range of journalism training products and services includes: *accredited* (5) courses; qualifications and examinations; awards; careers information; distance learning; short courses and continuing professional development; information and research; publications; and events.

Each year hundreds of journalists take the National Certificate Examination, the professional qualification for senior newspaper journalists, press photographers and photo journalists. Even more sit the preliminary qualifications in newspaper and magazine journalism, press photography and photojournalism, media law, public affairs and shorthand.

There are 38 journalism schools across the UK accredited by the NCTJ to offer approved journalism training courses. Accredited centres are provided with a *range of (6)* services including information on the latest developments in journalism training, and a range of seminars and awards.

NCTJ tapes, videos and publications, such as *Essential Law for Journalists*, are highly respected in the journalism field.

The NCTJ is an independent registered charity. Proud to be an Investor in People, the company employs 11 full and part time staff and a huge number of freelance *assessors (7)*, trainers and industry volunteers.

What qualifications do you need to become a journalist?

Your ultimate aim is the NCTJ's NCE (National Certificate Examination), the qualification is the best proof a journalist has been properly trained.

To get it, you have to:

- have the minimum academic qualifications- five GCSEs (including English) and two A levels
- pass the NCTJ preliminary examinations in journalism, law and public affairs
- pass an NCTJ shorthand examination at a speed of at least 100 words per minute
- do at least 18 months' paid work as a trainee journalist on a newspaper
- compile an NCTJ Logbook of story cuttings during your training on a newspaper
- pass the final NCTJ's National Certificate Examination (NCE)

The full programme normally takes about 2 years, which includes between six and nine months studying, passing exams at a university, college or by distance learning, and 18 months working on a newspaper or other periodical, or the college course first and then get a job, or find yourself a job first and do your studying while already working.

Changes to the NCTJ Preliminary Qualifications

After consultation with editors, trainers and trainees alike, the NCTJ has launched its new *News Writing* examination and *Portfolio* which are replacing the *Newspaper Journalism* and *Handout* examinations.

News Writing and Portfolio will be taken by trainees on NCTJ accredited courses around the country although some will still sit Newspaper Journalism and Handout during this academic year while centres *adjust (9)* their programmes to accommodate the new assessments.

The new News Writing exam will test a trainee's ability to write a clear, vigorous, accurate news story to a specified length and to deadline. The two-hour exam asks a trainee to produce a news story of between 275 and 325 words from material provided, two short stories of 70-80 words and 40-50 words and five follow-up ideas.

Examiners will assess the content and accuracy of the stories; intro, story structure and use of language; and the relevant use of *quotes (8)*.

We have introduced the Portfolio to *ensure (10)* that trainees are given the opportunity to gather news stories and experience 'real-world' reporting during their training. It will provide evidence of a range of reporting and writing skills gained and stories produced during work experience or whilst on course.

When complete, the Portfolio will include ten news stories with original copy and explanatory cover sheets and one 500-word feature.

Subbing Qualifications

Trainee reporters will now have the opportunity to broaden their skills base and improve their employability by opting to take an NCTJ examination in Sub-editing.

It is being offered on some accredited courses as an additional qualification which can be taken along with the core reporters' examinations in Media Law, Public Affairs, Journalism and Shorthand.

The Subbing exam asks trainees to complete five exercises – three on-screen subbing test, one hard-copy proofing tests and one page layout design assignment produced on course.

The exam will also be made available to reporters who already have their NCTJ preliminary exams, but would like to move to the subs desk or to subs who have been taken on without any journalism qualifications or experience.

A Subbing NCE is also in development and is delivered from summer 2007. To qualify for this NCE, trainees will have passed all their preliminary examinations including the new subbing exam and will have to produce a sub-editors' logbook in the same format at the reporters' logbook.

Comprehension Check

Task 1

Mark the sentences as True or False.

1. The problem of recruiting the right people into journalism is one of the most important facing the Press. ()
2. The NCTJ's first training programme was a two-year one during which trainees were advised to study many subjects such as English, Law, Shorthand and others. ()
3. The NCTJ offers a full range of distance learning courses in newspaper and magazine journalism. ()
4. The National Certificate examination is the professional qualification for senior newspaper journalists, press photographers and photo journalists. ()
5. The full training programme takes about 2 years which always include six or seven months of studying, passing exams and eighteen months working on a newspaper. ()
6. The NCTJ launched the Newspaper Journalism and Handout examination, which replaced News Writing examination and Portfolio. ()
7. Trainee reporters have the opportunity to broaden their skills by taking a special course in one of the offered subjects and later getting a Certificate from the Royal Commission on the Press. ()

Task 2

Explain how you understand the following.

1. the qualifications of a journalist
2. a shorthand examination
3. preliminary qualifications
4. to broaden skills and improve employability
5. post-graduate courses
6. an academic year
7. a trainee reporter

Task 3

Find the answers to the following questions.

1. When was the NCTJ founded?
2. How many years of training did the NCTJ first programme take?
3. What training does the NCTJ offer?
4. What does the range of journalism training include?
5. How many years of training does the full programme take? What does the full programme include?
6. In what way can trainee reporters broaden their skills and improve their employability?

Task 4

Match the definitions with the words.

1) to undertake	a) a person who is being trained
2) trainee	b) fast writing in a system using signs or shorter forms for letters, words, phrases
3) to recruit	c) the way in which printed matter is set out on paper
4) page layout	d) providing one with skills that prepare for a job
5) freelance	e) to find in order to employ
6) vocational	f) one who earns money without being in the regular employment of any particular organization
7) shorthand	g) to take up or accept (a duty or a piece of work)

Task 5

Finish up these statements using the information from the text.

1. The NCTJ's first training programme was a three-year one during which.....
2. The NCTJ also offers.....
3. The range of journalism training products and services includes.....
4. The structure of NCTJ includes.....

Task 3

Find what it is said in the text about.

1. The NCTJ's first training programme.
2. Block release courses.
3. Pre-entry courses.
4. Distance learning courses.

Word-formation.

Complete the chart with the appropriate verbs.

Noun	verb
1) trainee 2) quote (quotation) 3) adjustment 4) employee 5) assessment 6) refreshment 7) delivery 8) dedication 9) information 10) foundation 11) maintenance	To train



COMMUNICATION ACTIVITIES

Task 1

Look through the text and make short chronological summary about the history of the development of the NCTJ. Start with “The NCTJ was founded in 1951...”

Task 2

What have you learnt from the text about the new News Writing Portfolio which was launched by the NCTJ? How are trainee reporters able to broaden their skills? What is subbing qualification? Discuss your findings in teams of 3 or 4.

Task 3

Work in pairs. Compare the system of training of Journalists in the UK with that one in Belarus. Dwell on the following points.

1. The number of years training includes.
2. The organizations responsible for training.
3. Courses offered for training.
4. System of assessment.
5. Subbing qualification.

Task 4

It’s important for any journalist to have good qualifications. Choose one of the following statements and be ready to speak about the necessity to be diligent in studies to be a success in life.

1. There is no elevator to success, you have to take the stairs.
2. You cannot climb the ladder of success with your hands in your pockets.

Task 5

Imagine that you are to explain the steps and possibilities of education for future journalists. Make a short presentation to the rest of the group and answer the questions they may have.

Task 6

Work in groups of 3-4 students. Speculate on the following:

“What are the most important qualifications journalists need for their work from your point of view?”, make a list of qualifications. Use the information from the texts and your own ideas. Share your opinion in small groups.

Text 3

TRAINING FOR JOURNALISM IN THE UK

Read the text and choose the most important information about journalist training. Use the Help Box to understand the unknown words.

Help Box

1) auspices	help, support, favour
2) vocational training	the process of training or being trained for a job
3) proficiency tests	tests for revealing skills
4) to appeal	to be attracted by smth, to like smth
5) an embryo course	the course for the beginners
6) a trainee	a person who is undergoing some training
7) competitive	based on or decided by competition
8) trial period	a period of six month during which the editor can assess the work of a would be journalist
9) apprenticeship form	an agreement to stay with newspaper for 3 years which is signed by a would-be journalist

One reason why journalism used to *appeal* (4) so much to young people as a career was that it did not seem to need long and boring periods of study. After all, what more does a reporter need than a nose for news, a notebook and pencil, and ambition? Many famous journalists of today did start in exactly that way. They talked themselves on to some small-town newspaper, and then learnt how to do the job as they went along. Many senior journalists look back on those days with nostalgia. They sympathize with youngsters who want to get away from their books and make a reputation in the outside world.

But today it is not so simple. An increasing number of people (about 80%) entering the profession have a degree. It is not important what degree you have. While journalism and media studies degrees are increasingly common, most employers will be equally happy with a degree in English, History, Geography or any of the humanities, social sciences, languages or arts.

Even some science degrees may equip you for a career in journalism. Much more important than your degree subject, however, is experience and evidence of a commitment

to journalism. It's always good advice to get involved in college or community publications or broadcast organizations if you can.

So, would-be journalists need a higher standard of school qualifications before they can get a job in the first place. And they must agree to follow a course of training laid down by the National Council for the Training of Journalists, and they must pass their examinations before they can be sure of holding onto their jobs.

The NCTJ operates in Britain, but there are similar bodies being established in most countries. In those countries, such as the United States, where a high proportion of youngsters go on from school to college, there are university courses in journalism and the best jobs go to graduates. Though there is only one *embryo course* (5) in journalism in a British university (Cardiff), more graduates are entering the profession and as training schemes become more formalized, the chances in journalism for a boy or girl who dislikes school and cannot study or pass exams are very slight.

Training for journalism in Britain is organized by the National Council for the Training of Journalists which was set up in 1951 as a result of the recommendations of the Royal Commission on the Press (1949). The Council has representatives from newspaper and journalist organizations and four educational representatives, one nominated by the Department of Education and Science.

The aims and purpose of the Council include the establishment of standards of qualification for entry into journalism, and the formulation and administration of schemes for the training and education of journalists, including press photographers.

In 1956 an International Center for Advanced Training in Journalism was set up in Strasbourg *under the auspices* (1) of UNESCO, and the Director of the British NCTJ is one of the five-member international executive committee of that Centre.

The training schemes run by the Council became compulsory for new entrants to journalism from 1961, when about 500 *trainees* (6) were registering each year. To regulate the training courses around the country, the Council has 15 Regional Committees based in various towns. These committees supervise the operation of the training schemes in their areas, keep in touch with the local education authorities in arranging courses, and advise local editors on methods of *vocational training*(2), and provide the experienced journalists to conduct *proficiency tests* (3).

There are basically two ways of entering the training schemes organized by the NCTJ: either by getting a job on a newspaper and then applying to enter the training scheme which combines practical journalism with part-time study, or by taking the one-year full-time course organized by the NCTJ.

Britain, which has the most *competitive* (7) and biggest press (in terms of circulations and numbers of people reading newspapers), has no university courses in journalism. It is only in the last few years that any training has been given to newcomers in the profession, and this is "in-service" training, as it is called. When a young man or young woman joins a newspaper, nowadays in most cases he or she undergoes a six-months *trial period* (8) during which the editor can assess whether or not they are likely to make a worthwhile journalist.

If at the end of these 6 months the editor thinks they are promising then they are asked to sign *apprenticeship forms* (9) to remain with that newspaper for 3 years. During this time they are junior reporters, doing small jobs and working up to the more important events. But one afternoon a week they are released to attend lectures in different forms of

newspaper production, and twice a week they are expected to attend night school to undertake further studies.

The subjects studied during this three-year apprenticeship are: law for journalists, central and local government, current affairs, English language and literature (if a high school standard was reached at secondary school in these two subjects they are not compulsory), shorthand and typing.

At the end of each year examinations are held, and candidates must pass before going on with the next stage of training.

It is remarkable that Britain, which has had a highly organized Press for many generations, has only recently begun to start training those people who join it. Before this scheme was started juniors had to pick up what they could the best way they could in the office, often starting as messengers, “copy-boys” (messengers who carry the reporter’s copy to the printers) or even tea-boys.

There are people at the top of every big British newspaper who began in this way. So you see why humility is one of the basic qualities for the would-be journalist. The editor of *The Times* of London, thought by many people to be one of the best newspapers in the world and certainly a very influential one, began his career on newspapers as telephone operator. He worked his way to the top of his profession.

So you see that is it not only possible, but sometimes preferable, that the entrant to journalism has to do it “the hard way”. Anyway who thinks journalism offers a quick and easy passage to the top had better think again.

Comprehension Check

Task 1

Answer these questions by returning to the text.

1. How did many famous journalists of today start?
2. Is the situation in the field of journalism the same today?
3. What organization supervises the training of journalists in Great Britain?
4. How long does a trial period last? What is its aim?
5. What is the position of a beginner during the apprenticeship period?
6. What does the author mean by saying that it is sometimes preferable that the entrant has to do it “the hard way” to succeed in journalism?

Task 2

Explain in English how you understand the following sentences.

1. A reporter needs a nose for news, a notebook and a pencil, and ambition.
2. Today would-be journalists need a higher standard of qualification.
3. The Council is to establish standards of qualification for entry into journalism.
4. A period of time during which the editor can assess the qualifications of the would-be journalist.
5. Would-be journalists combine their work with their studies.

Task 3

Work in pairs. Answer the questions in list (a) by choosing the right answer from list (b) which is below.

a)

1. What is a copy-boy?
2. What is a newcomer?
3. What is an old-timer?
4. What is an editor?
5. What is a promising journalist?
6. What is a senior journalist?
7. What is a junior journalist?
8. What is a worthwhile journalist?
9. What is "in-service" training?
10. What is an apprenticeship?
11. What is a six-month trial period?
12. What is a compulsory subject?

b)

1. A person higher in rank and authority.
2. A period of time during which the editor can assess the qualifications of the would-be journalist.
3. A person who carries copy from desk and does numerous similar jobs in the newsroom.
4. A three-year period during which a newcomer does small jobs and works to the more important events.
5. A person who gives hope of success or good results in journalism.
6. One who is considered to be a good journalist.
7. A person who has for many years lived in a place or has been associated with some club or occupation.
8. A period when practical journalism is combined with part-time study.
9. A person who has recently arrived in a place.
10. One must be done.
11. A person who is lower in rank than another.
12. A person who prepares another person's writing for publications or who is in charge of part of a newspaper.



COMMUNICATION ACTIVITIES

Task 1

Work in pairs. Choose the most suitable answer from your point of view in the list below. If none of the answers is appropriate, you may provide your own. Compare and discuss your answer with your partner, explain your choice.

- 1) Do you agree that journalism appeals to young people because:
 - a) it gives a lot of chances to make a reputation in the outside world without much difficulty?
 - b) the life of a journalist is very exciting?
 - c) they feel fascinated by the birth of a the daily newspaper?
 - d) they imagine that the job of a journalist is more rewarding than any other?
 - e) it is easier to make good living being a journalist?
 - f) they dream of becoming prominent public figures?

- g) they find it interesting to write on different problems?
 - h) the job of gathering news seems very attractive to them?
 - i) a journalist is the first person to know the latest news?
 - j) a journalist spends most of his day talking and listening to other people?
 - k) they have deep and genuine interest in people?
 - l) they want to help people in every positive way?
 - m) they want the world to know their names?
 - n) they want to experience the thrill of meeting important people?
 - o) they find pleasure in telling somebody something?
- 2) Do you think that to be a good journalist
- a) one needs a higher standard of school qualifications?
 - b) one must go through a programme of some vocational courses?
 - c) one must pass proficiency tests?
 - d) one must have a special experience in writing?
 - e) one doesn't need any vocational training but should be a well-educated person?
 - f) one doesn't need general knowledge but should be talented?
 - g) one must get a university diploma/degree/certificate in journalism?
 - h) one must have wide general knowledge of history, geography, economics, current affairs and other academic subjects?

Task 2

Work in pairs. Pick up the information from the text to develop the following thoughts.

1. Many journalists began by working on a small-town newspaper.
2. Nowadays future journalists have to follow a course of training.
3. The NCTJ was set up in 1951.
4. There are 2 ways of entering the training schemes organized by NCTJ.

Task 3

Add 3-4 sentences on each point so as to cover the contents of the text.

1. Training for journalism in Great Britain organized by the NCTJ
2. There are basically two ways of entering the training scheme organized by NCTJ
3. "In-service" training in Great Britain
4. The period of apprenticeship
5. Vocational training for journalism in Great Britain before the new training scheme was introduced.

Task 4

Work in small groups. Discuss the training scheme of journalism which seems most effective to you. Give arguments to support your viewpoint. You may use the following phrases which can help you.

On the job training; academic studies; liberal-arts college; college plus on-the-job training; the training scheme that combines practical journalism with part-time study or the one-year full-time course.

Task 5

Discuss in small groups the most important qualities and skills of a journalist and create the image of an ideal personality of a reporter as you see him. Present your images to the group-mates.

Task 6

Split into groups. Read texts 3, 6, 13, 15 from Supplementary Reading. Pick up some more information from other sources and prepare reports on different types of journalism.

Task 7

1. Prepare a presentation about the training of journalists in Belarus:

- *to the high school students*
- *to the foreign students*

7. Imagine that you study in Great Britain as an exchange student. Tell your British group-mates how training of journalists is organized in Belarus.

Task 8

Role-play

Participate in a discussion about the most important qualities of a journalist and the importance of training in the career of a journalist.

Student 1. a cub-reporter

Student 2. a freelance journalist

Student 3. an editor

Student 4. an experienced journalist

Student 5. a representative of the NCTJ

Student 6. a first-year student



DOING RESEARCH

Prepare a research paper on one of the topics:

- 1. Training of Journalists in the USA.**
- 2. Training of Journalists in Sweden.**
- 3. Training of Journalists in Poland.**
- 4. Training of Journalists in Russia.**

To fulfill the task properly, refer to the notes “What a Research Paper Is” given below.

What a Research Paper Is

The goal of a research paper is to bring together different views, evidence, and facts about a topic from books, articles, and interviews, then interpret the information into your own writing and finally present it to an audience. It is about a relationship between you, other writers, your teacher and your audience.

A research paper will show two things: what you know or learned about a certain topic, and what other people know about the same topic. Often you make a judgment, or just explain complex ideas to the reader/listener. The length of the research paper depends on your teacher's guidelines. It is always a good idea to keep your teacher in mind while writing your paper because the teacher is your audience №1.

There are several stages for doing a research paper:

Thinking about a topic

The first thing you should do when starting your research paper is to think of a topic. Try to pick a topic that interests you and your teacher -- interesting topics are easier to write about than boring topics! Make sure that your topic is not too hard to research, and that there is enough material on the topic. Talk to as many people as possible about your topic, especially your teacher. You will be surprised at the ideas you'll get from talking about your topic with others. Be sure to always discuss potential topics with your teacher. Places you can find a topic are numerous: newspapers, magazines, television news, the World Wide Web, and even in the index of a textbook!

Narrowing down your topic

As you think about your topic and start reading, you should begin thinking about a possible thesis statement (a sentence or two explaining your opinion about the topic). One technique is to ask yourself one important question about your topic, and as you find your answer, the thesis can develop from that. Some other techniques you may use to narrow your topic are: jot lists, preliminary outlines, listing possible thesis statements, listing questions, and/or making a concept map. It also may be helpful to have a friend ask you questions about your topic.

Discovery/Reading about your topic

You need to find information that helps you support your thesis. There are different places you can find this information: books, articles, people (interviews), and the World Wide Web. As you gather the information or ideas you need, you need to make sure that you take notes and write down where and who you got the information from. This is called "citing your sources." If you write your paper using information from other writers and do not cite the sources, it's called plagiarism. If you plagiarize, you can get a poor mark on your paper, fail the course, or even get kicked out of school.

Organizing Information

After you have thought, read, and taken notes on your topic, you may want to revise your thesis because a good thesis will help you develop a plan for writing your paper. One way you can do this is to brainstorm -- think about everything you know about your topic, and put it down on paper. Once you have it all written down, you can look it over and decide if you should change your thesis statement or not. If you already developed a preliminary map or outline, now is the time to go back and revise it. If you have not developed a map or an outline yet, now is the time to do it. The outline or concept map should help you organize how you want to present information to your readers/listeners. The clearer your outline or map, the easier it will be for you to write the paper. Be sure that each part of your outline supports your thesis. If it does not, you may want to change/revise your thesis statement again.

Outline form:

Topic

1. Introduction

a) Background

b) What should be covered (state the main points)

2. Body

points covered in an extended way

a) ...

b) ...

...

3. Conclusion/Discussion

a) Summary of main points

b) Thesis statement restated

Writing

A research paper follows standard compositional (essay) format. It has a title, introduction, body and conclusion. Some people like to start their research papers with a title and introduction, while others wait until they've already started the body of the paper before developing a title and introduction.

Some techniques that may help you with writing your paper are:

- start by writing your thesis statement
- use a free writing technique (What I really mean is...)
- follow your outline or map
- follow your topic note-cards

If you are having difficulties thinking of what to write about next, you can look back at your notes that you have from when you were brainstorming for your topic.

Revising

The last (but not least) step is revising. When you are revising, look over your paper and make changes in weak areas. The different areas to look for mistakes in are: contents - many details, or few details; organization/structure which is the order in which you write information about your topic; grammar; punctuation; capitalization; word choice; and citations. It probably is best if you focus on the "big picture" first. The "big picture" means organization (paragraph order), and contents (ideas and points) of the paper. It also might help to go through your paper paragraph by paragraph and see if the main idea of each paragraph relates to the thesis. Be sure to keep an eye out for any repeated information (one of the most common mistakes made by students is having two or more paragraphs with the same information). Often good writers combine several paragraphs into one so they do not repeat information.

Revision Guidelines:

- The audience understands your paper.
- The sentences are clear and complete.
- All paragraphs relate to the thesis.
- Each paragraph explains its purpose clearly.
- You do not repeat large blocks of information in two or more different paragraphs.

- The information in your paper is accurate.
- A friend or group-mate has read through your paper and suggestions.

After you are satisfied with the contents and structure of the paper, you then can focus on common errors like grammar, spelling, sentence structure, punctuation, capitalization, typos, and word choice.

Proofreading Guidelines

- Subjects and verbs agree.
- Verb tenses are consistent.
- Pronouns agree with the subjects they substitute.
- Word choices are clear.
- Capitalization is correct.
- Spelling is correct.
- Punctuation is correct.
- References are cited properly.

After writing the paper, it might help if you put it aside and do not look at it for a day or two. When you look at your paper again, you will see it with new eyes and notice mistakes you did before. It is a really good idea to ask someone else to read your paper before you submit it to your teacher. Good writers often get feedback and revise their papers several times before submitting it to the teacher or making its presentation to the audience.



TRANSLATION ACTIVITIES

Task 1

Translate in writing the following extract.

J-school: Journalism Education and Training

From Wikipedia, the free encyclopedia

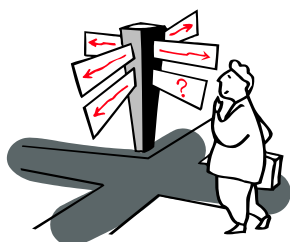
School: Journalism Education & Training is a vocational journalism college (a j-school) in Brisbane, the capital city of Queensland, Australia

School was founded in 2001 by veteran journalism educator Professor John Henningham to provide an alternative approach to preparing students for careers as journalists. The college emphasizes continuous professional practice (students file stories for assessment every day), news media internships, and excursions to news hotspots such as city hall, parliament and law courts.

Students are prepared for a nationally accredited Diploma of Journalism qualification through one year's full-time study, with both postgraduate and undergraduate students into the program. As well as teaching basic reporting and news writing, the course includes ethics and law in journalism, research methods, feature writing, editing, and introductory photojournalism, broadcast journalism and multimedia journalism.

The Diploma of Journalism also includes compulsory study of history, literature, politics and philosophy as part of school's attempt to develop well-rounded journalists with a broad education.

School founder John Henningham was the first Australian to be appointed a full professor of journalism at an Australian university and the first to achieve a PhD in the field of journalism. He says he aims to make school one of Australia's leading journalism schools, and points to the high placement rate of his graduates into jobs as journalists as evidence of industry satisfaction with the school hands-on approach. In 2005 a school graduate was named "Most Outstanding Journalism Student" in the Quunsland Media Awards.



ACHIEVEMENT TEST

Task 1

Match the words on the left with true meaning on the right.

1) a worthwhile journalist	a) the process of training or being trained for a job
2) an old timer	b) a man who has worked in a place for a long time
3) to appeal to	c) ask for
4) to apply for	d) to attract, make an earnest request
5) an applicant	e) a person who gives hopes of success or good results in journalism
6) vocational training	f) a person who enters a profession competitively or in a competitive fashion

Task 2

Choose one suitable word.

- Training for journalism in Great Britain is organized by the
 - NCTJ
 - Royal Commission on the Press
 - 15 Regional Committees
- The NCTJ was set up in
 - 1949
 - 1956
 - 1951
- The "in-service" period lasts
 - 3 years
 - 6 months
 - 2 years

4. The training..... run by the Council became compulsory.
- schedule
 - scheme
 - programme
5. A period when practical journalism is combined with part-time study is.... .
- the “in-service” period
 - the apprenticeship period
 - the internship period
6. When a young man or a woman joins a newspaper he/she undergoes a six month
- trial
 - proportional
 - internship

Task 3

Mark the statements as true (T) or false (F).

- Training for journalism in Great Britain is organized by the Department of Education and Science. ()
- There is only one way of entering the training schemes in Great Britain: to combine practical journalism with part-time study. ()
- A six-month trial period is a period when practical journalism is combined with part-time study. ()
- There are no correspondence studies at the Belarusian State University. ()
- The training schemes run by the NCTJ are not compulsory for new entrants to journalism. ()
- The NCTJ's first training programme was a 6 month one during which trainees were advised several subjects. ()
- The NCTJ also offers a full range of distance learning courses in newspaper and magazine journalism. ()
- The new News Writing exam will test a trainee's ability to write a clear, vigorous, accurate news story to a specified length and to a deadline. ()

Task 4

Give English equivalents for the following phrases.

- Национальный Совет по подготовке журналистов
- Обучение без отрыва от производства
- Одногодичные курсы с отрывом от производства
- Начальный курс
- Проводить тесты на профессиональную пригодность
- Одногодичные подготовительные курсы
- Профессиональная подготовка для журналистов
- Иметь возможность расширить и улучшить навыки
- Договор о курсе практического обучения

Task 5

Complete the following sentences using the information from the texts.

1. The NCTJ offers a full range of.....
2. The quality of the individual journalist depends...
3. The NCTJ's first training programme was a 3-year one during which trainees were advised
4. The range of journalism training products and services includes....

Task 6

Translate the following sentences into English.

1. Обучение журналистике в Великобритании организовано Национальным Советом по подготовке журналистов.
2. В таких странах, как США, где большинство молодежи идет в колледжи после школы, существуют университетские курсы журналистики.
3. В период ученичества будущие журналисты сочетают работу в газете с учебой.
4. После первого года обучения студенты факультета журналистики БГУ проходят практику в региональных газетах, после второго – на ТВ и радио.

PART II

PRACTICE BOOK

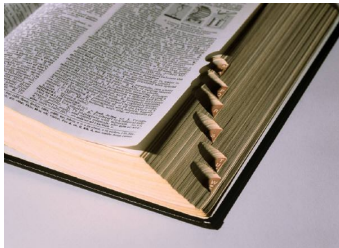
UNIT I

THE DISCIPLINE I MAJOR IN

“I don’t know anyone who has got to the top without hard work. That is the recipe. It will not always get you to the top, but should get you pretty near.”

M. Thatcher

THE QUALITIES AND QUALIFICATIONS OF A JOURNALIST



REINFORCING AND EXPANDING VOCABULARY

Why do you need it?

Vocabulary revision is important at all stages of mastering the language. A wide range of exercises will help to develop your language competence. You have a chance to learn word formation, to practise the use of prepositions, to understand and use words and word-combinations while doing the exercises, to learn the definitions of some terms. Revision and further learning of your vocabulary is based on the texts you’ve studied in class. Keep in mind that in order to complete the tasks of this section successfully you should study the material of the same unit in the Student’s Book.

Task 1

You are offered here to fill in the missing parts of speech in the chart below, consult the texts in the Student’s Book if necessary.

Noun	Adjective	Verb
Determination		
		To appreciate
	rewarding	
		To expose
	comfortable	
Diligence		
	Enquiring	
Willingness		
	frustrating	

Task 2

Note: English is a very productive language. Derivation is the formation of new words by adding affixes (prefixes and suffixes) to a root: e.g. **unwise** is derived from the root **wise**, **irrational** from the root **rational** etc. The suffix **-less**; the prefixes **dis-**, **il-**, **in-**, **im-**, **mis-**,

un- make words opposite in meaning: *to obey - to disobey, legal - illegal, patient - impatient* etc.

Make up all possible derivatives from the following words, check your variants with the dictionary and translate the words into Russian.

Employed, to place, regular, fear, corruptible, to quote, to chief, pleasant, friendly, biased, to regard

Task 3

Replace the following word-combinations with the expressions from the texts similar in meanings.

- A precise picture –
- The journalists' main aim –
- To be an educated person –
- To be reliable, devoted, hard-working –
- Demands for a journalist –
- To agree to work extra hours –
- To gain skills –
- To win more readers –

Task 4

Fill in the gaps with the appropriate preposition.

1. To be a good journalist you must like people and be interested ... what they do, you must be able to get easy and friendly terms men and women all sorts, however they may differ each other or you.
2. You will need to be able to demonstrate an ability to work pressure to meet deadlines.
3. One of the editors sums ... what he considers the minimum requirements a journalist: a thorough education, sound training and discipline; familiarity basic skills of the journalist; a deep respect one's personal and professional integrity.
4. No reporter is going to get far in his career if he is bad spelling.
5. Many people consider a journalist interchangeable ... a reporter, a person who gathers information and creates a story.
6. Why does the work of a correspondent appeal ... young men and women ... journalism?
7. Newspaper journalism draws.... all the knowledge and skills you have acquired and can give you a tremendous sense ... achievement.

Task 5

You are offered here to match the expressions with the corresponding definitions.

- | | |
|-------------------------------|---|
| 1) to look scruffy | a) inborn interest |
| 2) to be deliberately negated | b) a true/ genuine description/reflection of smth |
| 3) a good scholastic record | c) to have good school results |
| 4) a dedicated professional | d) to look dirty and untidy |

- 5) an unbiased picture
- 6) to have a great deal of curiosity
- 7) an innate interest

- e) a specialist devoted to his profession
- f) to have much interest in something
- g) to cause to have no carefully prepared effect

1	2	3	4	5	6	7

Task 6

Complete the sentences by filling in the gaps with the words from the box.

Dependable, virtues, dedicated, primary, accurate, unbiased, rewarding, a great deal of, current, dissemination, edge, interchangeable, pleasant

1. A ... professional prepared to work long hours for little money.
2. Journalists try to pass on an, ... picture to their readers.
3. The journalists' ... objective is to educate, entertain and inform.
4. It is difficult to imagine more way of life than journalism.
5. A journalist should have a personality, be sincere, enthusiastic, be, dedicated, responsible.
6. Ask anyone what it takes to make a journalist and you are likely to get the whole catalogue of human in answer.
7. A journalist is a person who practices journalism, the gathering and of information about ... events and people.
8. To be a good journalist you must have curiosity.
9. Many people consider a journalist with a reporter.
10. University graduates entering journalism should consider they have perhaps a competitive ... on those who have not been to university.

Task 7

Choose the right ending for each sentence.

1. Good spelling is	a) a little about a lot and a lot about a little.
2. Punctuation is supposed	b) various types of editors, visual journalists, such as photographers, graphic artists and page designers.
3. No reporter is going to get very far in his career if	c) glamorous and exciting, but success comes only after much work and routine activity.
4. If the reporter writes straightforward, simple sentences	d) a matter of remembering.
5. Newspaper journalism is often seen as	e) to make reading easier.
6. A journalist must know	f) he will have much less trouble with punctuation.
7. The term "journalist" includes	g) he is bad at spelling for if he cannot spell he certainly does not know the meaning of the words he cannot spell.

1	2	3	4	5	6	7

READING



The texts, which are offered here, will broaden your knowledge on the topic under study. Do the reading comprehension tasks after the texts. The presented material will help to develop your language skills.

Text 1

WORK OF A FOREIGN CORRESPONDENT

Read the text for more information about the work of journalists. Pay attention to the meanings of the words in italics and be ready to do the exercises, which follow the text.

The life and work of a foreign correspondent have *a strong appeal* (1) for most young men and women in journalism. *To cover the world's news* (2) from China to Peru, from Moscow to Cape Town; to send back dispatches under date-lines from "faraway places - with strange-sounding names" is the secret dream of many *cub-reporters* (3) with which he/she spends dull hours in the local police court or council chamber. The work of a foreign correspondent is something much wider than the mere reporting of events. He/she must give his readers at home a complete background service explaining and interpreting the news, providing eye-witness descriptions of scenes and happenings, conjuring up the atmosphere in which events are taking place, mailing informative articles periodically which will make newspaper readers familiar with the background to people and affairs. The journalist who wishes to make a success as an "Ambassador of the Press" must be *a first-rate general reporter* (4) - he must have *the nose for the news* (5) and a keenly developed sense of news values, he must be a good listener who can get other people to favour him with their confidences, he must be a good mixer - able to be all things to all men. The beginner to journalism who is determined to make accreditation as a foreign correspondent his/her aim, must begin by tackling the problem of languages. He/she should know at least two, apart from his own. Which two will depend, of course, on the part of the world where he/she is particularly anxious to serve. French and German used to be the minimum equipment of the European correspondent, but it is possible that Russian, rather than German may be increasingly valuable in the future. It must be remembered that to know a language in the sense that a Foreign Correspondent must know it, means a great deal more than *a nodding acquaintance with grammar* (6) and the ability to pick one's way through a selected text or two. It means to be able to write the language fluently, to be able to take down speeches in shorthand, to follow conversations through the distorting medium of the telephone, and the like. The would-be foreign representative must study world geography and get a thorough knowledge of modern history and current affairs, besides making a special study of the history, manners, customs, political system etc., of those countries where he hopes to work. If he is *to write authoritatively* (7) on foreign affairs he must himself be an authority. But first and foremost he is, and must remain, a reporter, seeking and reporting news.

Task 1

Choose the appropriate Russian equivalent for the following words/word-combinations from the text.

- | | |
|------------------------------|--|
| 1. a strong appeal | 5. a first-rate general reporter |
| a) сильная привлекательность | a) первый генеральный репортер |
| b) стимул | b) первоклассный репортер, выполняющий общие задания |
| c) вызов | c) репортер первой гильдии |
| 2. to cover the news | 6. a nodding acquaintance with grammar |
| a) покрывать новости | a) шапочное знакомство с грамматикой |
| b) освещать | b) поверхностное знакомство с грамматикой |
| c) выдавать новости | c) быстрое знакомство с грамматикой |
| 3. a sub-reporter | 7. to write authoritatively |
| a) начинающий репортер | a) писать авторитетно |
| b) неопытный | b) писать авторитарно |
| c) практикант | c) авторство |
| 4. a nose for news | |
| a) нюх на новости | |
| b) нос для новостей | |
| c) нос по ветру | |

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Task 2

Translate the words and word-combinations (if you need, consult the text above) and make up at least 3 independent sentences involving as many of these words and expressions as possible.

Освещать новости; депеша, корреспонденция; начинающий репортер; давать исчерпывающее разъяснение подоплеки событий; описывать событие как очевидец; воссоздать обстановку; содержательная статья; первоклассный репортер широкого профиля; иностранный корреспондент; чувство новости; остро развитое чувство значимости новости.

Task 3

Look through the text again and choose the best answers to the following questions.

1. Why does the work of the foreign correspondent appeal to young men and women in journalism?
 - a) the work of a foreign correspondent is something much wider than the mere reporting of events.
 - b) the work of a foreign correspondent is prestigious in many ways.
 - c) the work of a foreign correspondent promises good income to everyone who dedicates his life to it.

2. Why should the foreign correspondent know foreign languages?
 - a) because without knowledge of foreign languages he will not be able to get a diploma of a journalist.
 - b) because he should communicate with foreign people a lot.
 - c) because he has to cover the world's news.
3. What does to know a foreign language, in the sense a foreign correspondent must know it, mean?
 - a) it means the ability to pick up information from selected texts and to be able to use it in work.
 - b) it means to have a nodding acquaintance with grammar and the ability to keep the conversation.
 - c) it means to be able to write the language fluently, to be able to take down speeches in shorthand, to follow conversations through the distorting medium of the telephone and the like.

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Task 4

Find the information in the text, which answers the following questions.

Why is it necessary?

- a) to conjure up the atmosphere in which the events are taking place?
- b) to give readers at home a complete background service?
- c) to explain and interpret the news from faraway places?
- d) to write informative articles?
- e) to obtain a thorough knowledge of the history, geography and political system of the country?

Task 5

Write out 1-2 sentences from the text on each of the following points.

1. The work of a foreign correspondent is something much wider than the mere reporting of events.
2. The qualities and qualifications of a foreign correspondent.
3. It must be remembered that to know a foreign language means a great deal more than a nodding acquaintance with grammar.

Text 2

WHAT MAKES A GOOD JOURNALIST?

Read the text and do the exercises, which follow it.

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 all agree that paramount in the make-up of a journalist is deep and genuine interest in people - good people, bad people (who often make good news), famous people, rich people, poor people, old 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 it 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 judgment) 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. A journalist - certainly a 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.

Task 1

Look through the contents of the text and find the answers to the following questions.

Memorize the most important information from the text for further discussion in class.

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 would-be journalist?
4. Why is it necessary for a would-be 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. Why is it better for a would-be journalist to be good at several subjects than to be better at just one?

10. What kind of life does a journalist usually lead?
11. What kind of conclusion does the author come to?

Task 2

Look through the text and find English equivalents for the following Russian phrases.

Быть в классе среди неуспевающих;
 профессиональная подготовка журналиста;
 предпочитать короткие слова длинным;
 сделать поспешный вывод, основанный на недостаточной информации;
 стать хорошим журналистом;
 какие качества важнее, чтобы стать хорошим журналистом;
 уметь писать на простом, ясном, понятном английском языке;
 проводить большую часть дня, беседуя с людьми;
 лучшая подготовка для профессии журналиста.

Task 3

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, skilful |
| 6. open-minded | f. above all others; the most important |
| 7. ill-informed | g. true; really what it is said to be |
| 8. inquiring | h. known widely; having fame; celebrated |
| 9. plain | i. having success |
| 10. brilliant | j. fundamental |
| 11. hasty | k. in the habit of asking for information |
| 12. clever | l. simple; ordinary; without luxury |
| 13. paramount | m. based on poor information |

Task 4

Work out which adjectives (basic, genuine, famous, humble, plain) can be used with the following nouns.

A journalist, a signature, mind, people, judgment, interest, an answer, a problem, qualification, a quality, a question, a picture, an actor, a principle, a painter, a fact, a face, a language, truth, an argument, a statement

Task 5

Find in the text the qualities and qualifications needed for a journalist and think whether you agree with the author. Be ready to present your findings to your group-mates. The following questions will help you.

1. Do you agree that journalists write for people and about people?
2. Is it difficult or easy for a humble person to attract people's attention to what he says or does?
3. How can a humble person get people interested in what he says or does?

Task 6

Make a short summary of the text by arranging the sentences in the right order according to the logic and insert numbers of the sentences in the table below.

1. The best journalists write simple, plain, direct English, generally preferring short words to long ones.
2. The best qualifications for a career in journalism will vary enormously, according to the individual.
3. Even journalists will disagree on the order of importance of the qualities that go to make a good journalist.
4. So if you are not interested in people, journalism is not for you
5. Paramount in the make-up of a journalist is deep and genuine interest in people.
6. Hand in hand with the interest in people should go the qualities of sympathy, open-mindedness; an enquiring mind and humility.
7. The man/woman who thinks he/she is pretty clever and does not mind the world knowing about it, will never make a good journalist.

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GRAMMAR IN USE

You should realize you will be misunderstood if you fail to use the correct grammar patterns. Do the following exercises and check how successful you are by writing the test afterwards. The reference material will help you to make progress.

Task 1

Supply the blanks with the necessary prepositions.

1. If you hope to work ... a large publication or production company, your best bet is a solid education.
 a) in b) for c) at
2. Attending journalism school, also called J-school, is an investment .. your future.
 a) for b) within c) in
3. ³/₄ ... the workers television and radio news say they are "satisfied" or "very satisfied" ... their jobs.
 a) of, in , with b) among, on, in c) of, at, for
4. Experience gained ... TV and radio news is valuable ... PR and media relations.
 a) on, at b) in, for c) for, in
5. There are plenty ... career options (TV, radio, magazines, newspapers, books and then writing, editing, photography etc) in journalism.
 a) at b) for c) of
6. Since your salary will increase ... each level ... education that you complete, it is wise to look ... employment ... a mid-sized publisher completing your bachelor’s degree.

- a) at , in, at, with, after b) with, of, for, with, after c) at, on, with, for, at
 7. This combination ... actively working craft as you advance your education is your best recipe ... success.
 a) of, for b) for, in c) at, in

1	2	3	4	5	6	7

Task 2

Study the following grammar notes and examples to be able to do the exercises, which follow.

Инфинитив (неопределенная форма глагола) представляет собой неличную глагольную форму, которая называет действие, не указывая ни лица, ни числа. Функции инфинитива во многом сходны с функциями герундия.

ФОРМЫ ИНФИНИТИВА

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

ФУНКЦИИ ИНФИНИТИВА В ПРЕДЛОЖЕНИИ

Функции	Примеры	Перевод
1. Подлежащее	To read aloud is very useful.	Читать вслух очень полезно.
2. Часть составного глагольного сказуемого	Our aim is to master English.	Наша цель – овладеть английским.
3. Дополнение	He likes to draw .	Он любит рисовать.
4. Определение	Here is the article to be translated .	Вот статья, которую нужно перевести.
5. Обстоятельство	I came to help you.	Я пришел, чтобы помочь вам.

Underline the Infinitive and define its form and function.

- The journalists' primary objective is to educate , entertain, inform.
- To be a good journalist you must have a great deal of curiosity.
- She doesn't seem to be writing anything now.

4. This reporter is unhappy to have failed his staff.
5. To oversee all the operations is the primary purpose of the managing editor.
6. He was very glad to have employed foreign reporters for his magazine.
7. New sources of information are to be found.
8. He seems to be reading something now.
9. To pass the exams she reads many books about the practical principles of book editing.

Task 3

Study the following grammar notes and examples to be able to do the exercises, which follow.

Причастие – это неличная форма глагола, которая обладает свойствами глагола, прилагательного и наречия. Подобно прилагательному, причастие может быть определением к существительному или именной частью составного сказуемого.

A **broken** agreement - нарушенное соглашение
 The agreement **was broken**. - Соглашение было нарушено.

ФОРМЫ ПРИЧАСТИЯ

	Participle 1	Participle II	Perfect Participle
Active	asking	-	having asked
Passive	being asked	asked	having been asked

Change the sentences so as to use the Participle.

1. The interviewee turned slowly and went out of the room.
2. When they were illustrating the periodicals they used many coloured pictures.
3. I picked up the newspaper which was lying on the floor.
4. The journal which was bought by my friend was an illustrated one.
5. As he had finished the article he gave it to the editor.
6. I listened to the radio which was broadcasting the latest news.
7. The article written by my friend is read with great interest.
8. As the advertisement aroused the interest of a considerable number of readers it was published in the evening issue.

Task 4

Translate the sentences with the Infinitive and Participial constructions.

1. We heard the reporter broadcasting the news.
2. It is necessary for a journalist to have a wide acquaintance with men and affairs.
3. He is said to work in London as a reporter.
4. We believe him to be a talented photographer.
5. All preparations being made the programme began.
6. The reporter was seen entering the publishing house.
7. I saw him writing the article about a Sunday event.
8. We think him to be a good journalist.

9. I should like the student to learn the practical principles of book editing.
10. He seems to be satisfied with the results of his practice as a reporter.

Task 5

Study the following grammar notes and examples to be able to do the exercises, which follow.

Конструкция «Сложное подлежащее» употребляется со следующими глаголами в страдательном залоге: *to hear, to see, to find, to know, to report, to expect, to consider, to believe, to say, to suppose.*

The conference is believed to begin in a couple of minutes.

В действительном залоге конструкция «Сложное подлежащее» употребляется с глаголами: *to seem, to prove, to turn out, to appear, to happen;* со словосочетаниями: *to be unlikely, to be sure, to be certain.*

They are sure to come.

Конструкция	Пример	Перевод
Сложное подлежащее	They are said to have travelled a lot. The data proved to be wrong.	Говорят, что они много путешествовали. Данные оказались неверными.

Translate the sentences with Complex Subject.

1. His invitation to give an interview is considered to be of great importance.
2. That Publishing House is known to be situated in the center of the city.
3. She is not likely to change her decision to become a journalist.
4. The article is likely to appear in the next issue of a journal.
5. Many new interesting articles are expected to be published soon.
6. This foreign correspondent is known to have spoken several foreign languages.

Task 6

Change the sentences using Complex Subject.

1. It is expected that the programmer will be a success.
2. It is said that this man occupied the position of a chief editor in *The Times* fifteen years ago.
3. We heard that news spread very fast.
4. It is believed the article was written by a foreign correspondent.
5. It turned out that the language of the article was quite easy.

GRAMMAR TEST

Task 1

Fill in the missing prepositions.

A journalist must be a model ... competence himself. People often apply ... his advice and help ... difficult life situations. His/her honest position and objective information can help to solve a lot .. problems and do much ... bringing ...the younger generation. To serve the interests ... people is the main purpose ... any good journalist. It is not so easy as it may seem .. first. One should have courage to defend one's point ... view and to speak and write the truth ... the facts and events going ... around. ... spite ... all difficulties, responsibility and even danger .. the work ... a journalist I consider this profession to be one .. the most romantic and want to connect my life ... journalism.

Task 2

Open the brackets using the Participle.

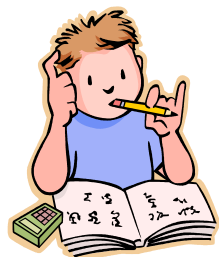
1. (to arrive) at the station, I gave a call to the editor.
2. (to have) plenty of time before the conference the reporters decided to check the photo equipment.
3. (to know) English well he translated the article without a dictionary.
4. He sat in the armchair (to read) a newspaper.
5. While (to write) articles about important events it is necessary to give a detailed description.
6. (to collect) all the material, he was able to write a report on the event.
7. (to ask) if he intended to return soon, he answered that he would be away for about 3 months.
8. (to read) newspaper was lying on the table.

Task 3

Translate the sentences into English.

1. Мне нравятся статьи, написанные этим журналистом.
2. Вот интервью, о котором так много говорят.
3. Я бы хотел, чтобы статью напечатали сегодня.
4. Я полагаю, что интервью будет готово к печати через несколько дней.
5. Когда ему дали больше времени, он смог перевести статью.
6. Она сидела в кресле, просматривая газеты.

WRITING



Being a professional a journalist should be able to express him/herself clearly. Practise to create professional competence by doing the tasks, which follow.

Task 1

Look through Text 2 again and make a list of qualities, which a journalist needs in the order of importance (from your point of view), then read your list and think if you possess these qualities.

Task 2

- 1. Read the text below about the work of a journalist and ask all kinds of questions on the text. Write them down.**
- 2. Write a list of words and expressions you would memorize and use in the further discussions in class about the profession of a journalist.**

Journalists want newsworthy stories which engage the reader and make them want to read more. A good story inevitably has an element of controversy, conflict, news which someone does not want published or negative comment – or a combination of all four.

Journalists are looking for information, either as the hook for a story or to flesh out a story. Information – and gossip are their lifeblood. They want facts and statistics to reinforce claims and statements, and these can often be used as the main book for a story. They want opinion, passion, views and personality in the people they interview.

They want straightforward answers to their questions, and if they get those they are willing to listen to your messages about your product. They want people who are prepared and know what they want to say. And they want good contacts who they can call at any time and rely on for a good quote.

They like people who listen to experienced PR and marketing professionals with experience of the media. They usually want to present a balanced picture according to the Journalist's Code of Practice, which means getting at least two points of view for every story. But most of all, journalists are looking for a unique news story or angle.

Task 3

Sum up the information from the text above and other texts, which you have studied in Unit I and write an essay on one of the following topics.

1. Many things make a good journalist.
2. One who has no interest in people will never make a good journalist.
3. The image of a journalist.
4. "Knowledge is proud that he has learned so much. Wisdom is humble that he knows no more". (Cowper)

Note ! Before writing study the information "How to write an essay" and read the example of a short essay given below.

BRIEF OVERVIEW OF THE 10 ESSAY WRITING STEPS

Below are brief summaries of each of the ten steps to writing an essay.

1. Research: Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.

2. Analysis: Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.

3. Brainstorming: Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate with a pen in your hand. Take walks and think and think until you come up with original insights to write about.

4. Thesis: Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.

5. Outline: Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6. Introduction: Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your introduction is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.

(Note: The title and first paragraph are probably the most important elements in your essay. This is an essay-writing point that doesn't always sink in within the context of the classroom. In the first paragraph you either hook the reader's interest or lose it. Of course your teacher, who's getting paid to teach you how to write an essay, will read the essay you've written regardless, but in the real world, readers make up their minds about whether or not to read your essay by glancing at the title alone.)

7. Paragraphs: Each individual paragraph should be. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try *talking* the essay.

8. Conclusion: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

9. Style: Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a Works Cited (references) page listing the details of your sources.

10. Language: You're not done writing your essay until you've polished your language by correcting the grammar, making sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound. Writing an essay can be tedious, but you don't want to bungle the hours of conceptual work you've put into writing your essay by leaving a few misspellings and poorly worded phrases.

You're done. Great job. Now move over Ernest Hemingway — a new writer is coming of age! (Of course Hemingway was a fiction writer, not an essay writer, but he probably knew how to write an essay just as well.)

Essay example:

Harvard, Leadership through Dedication

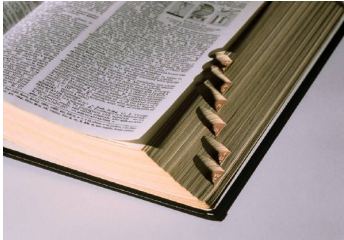
To me, leadership does not necessarily mean accumulating as many titles as possible in school activities; I feel one leads through his dedication, actions, and contributions. I have always tried to lead in almost everything I set out to do. I feel I have been successful at that. Superficially, I have earned such titles as president of the National Honor Society chapter at my school, Editor-in-Chief, columnist, Investigative Editor, and Editorial Editor of the school newspaper, senior varsity leader in debate, and a Class Representative for Student Council. However, those titles don't begin to tell the story of my abilities as a leader. They don't reveal how I volunteered to help out at a handicapped lock-in at an unfamiliar youth center when no one else wanted to, they don't reveal how I always sought to be on time for work and to avoid boondoggling, they don't reveal how I aided younger debaters with their argumentation so they can have the same success I was lucky enough to enjoy, they don't reveal how I became a role model for the JETS squad by studying my material often, eventually becoming the most medaled member on the team, and they don't reveal all the effort I put into learning my lines and acquiring a good stage presence for Images, my first stage production ever, so I wouldn't single-handedly jeopardize the whole show with my lack of experience. All those actions stress the quality I feel is most important in a leader, dedication. With dedication comes hard work and the ability to seek out solutions when problems get in the way, whether they are with a news page layout or in a student's diction. Because of this dedication, taking charge is second nature for me. People are always willing to follow one with a clear sense of direction.

The introduction is the first sentence of your essay and it plays the dual role of setting the theme of your essay and engaging the reader. The introduction should not be overly formal. You do not want an admissions officer to start reading your essay and think, "here we go again." Although admissions officers will try to give the entire essay a fair reading, they are only human -- if you lose them after the first sentence, the rest of your essay will not get the attention it deserves.

UNIT II

THE MAJOR DISCIPLINE AND ITS SCOPE TRAINING AND CAREERS IN JOURNALISM

*You cannot know too much
or have too many useful qualities
to be a good journalist*



REINFORCING AND EXPANDING VOCABULARY

Why do you need it?

Vocabulary revision is important at all stages of mastering the language. A wide range of exercises will help you to develop your language competence. You have a chance to learn word formation, to practise the use of prepositions, to understand words and word combinations while doing exercises, to learn the definitions of some terms. Revision and further learning of your vocabulary is based on the texts you've studied in class. Keep in mind that in order to complete the tasks of this section successfully you should study the material of the same unit in the Student's Book.

Task 1

Fill in the missing parts of speech in the chart below, consult the texts in the Student's Book if necessary.

Noun	Adjective	Verb
qualification		
		to train
graduate		
	Educational	
		supervise
	Vocational	
		to compete
circulation		
		to assess
production		

Task 2

Note! English is a very productive language. Derivation is the formation of new words by adding affixes, prefixes and suffixes to a root: e.g. unwise is derived from the root wise, irrational from the root rational etc. The suffix **-less**; the prefixes **dis-**, **il-**, **in-**, **im-**, **mis-**, **un-** make words opposite in meaning: **to obey - to disobey**, **legal - illegal**, **patient - impatient** etc.

Make up all possible derivatives from the following words, check your variants with the dictionary and translate the words into Russian.

Efficient, to prove, to be able, to train, to take, a week, to date, broad, to agree, a side, to be sure

Task 3

Give Russian equivalents for the following words and word-combinations.

Journalism appeals to young people, a nose for news; to make a reputation in the outside world; would-be journalists; a higher standard of school qualifications; to get a job in the first place; to follow a course of training, to lay down a course of training; the chances are very slight; to conduct proficiency tests; to enter the training scheme; to sign apprenticeship form; to be released to attend lectures; an entrant to journalism, accredited courses, experienced journalists, the premier journalism training scheme, to undertake full-time training, to update knowledge, freelance assessors, the necessary level of education and technical efficiency, a national assessment center, to write a clear, vigorous, accurate news story, to broaden skills, preliminary exams.

Task 4

Read, translate into Russian and memorize the words with the prepositions, think of some sentences of your own with them.

To be displeased with, to be dissatisfied with, to be bored with, to be tired of, to be surprised at, to be used to, to be interested in, to be accustomed to, to be bad at, to be good at, to be brilliant at, to be fond of.

Task 5

Match the words with the definitions.

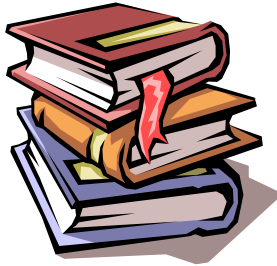
1) an applicant	a) a person who has gained great experience working as a journalist
2) a senior journalist	b) a person who represents some local organizations
3) a local authority	c) a person who is higher in rank or authority
4) an educational representative	d) a person who is elected or appointed to represent educational organizations
5) a trainee	e) one who holds a university degree
6) a graduate	f) a person who is undergoing some form training
7) an entrant	g) a person who enters a profession competitively or in a competitive fashion
8) an experienced journalist	h) a person who applies for a position
9) an employee	i) a person who takes pictures for a newspaper(a magazine etc)
10) a foreign correspondent	j) a person employed for wages
11) a press photographer	k) a person who regularly contributes news or articles to a newspaper from a foreign country

1	2	3	4	5	6	7	8	9	10	11

Task 6

Group the related words. Translate them into Russian.

Undergraduate, representative, gradual, application, nominee, to apply, to enter, to represent, to graduate, entry, appliance, representation, entrance, graduation, entrant, applicant, grade, applicable, nominative, postgraduate, nominee.



READING

The texts given below will broaden your knowledge on the topic under study. After reading the texts be ready to do reading comprehension tasks.

Text 1

TRAINING COURSES

Read the text about the courses offered by NCTJ and think which of them you would like to take.

SHORT COURSES

Short courses Introductions

Short courses 2006-2007

To ensure your continuing professional development

The NCTJ runs a select number of practical, hands-on training courses covering the fundamentals of journalism and public relations.

Courses run on scheduled dates throughout the year and offer excellent value for money. Course tutors are all experienced journalists and experts in their field.

Places can be booked by returning the downloadable booking form with payment, by fax for credit card bookings.

All courses take place in central London (unless specified) and fees include all refreshments, lunch and course handouts.

In-house courses are a popular alternative to our scheduled dates and can be tailor-made to your specific requirements. If you have a specialised training requirement which is not incorporated in this programme, tell us and we can arrange it - all you need is a minimum of three participants and a suitable training room.

Courses available:

- Interviewing skills
- Media Law
- Sharpening your English
- Essentials of subbing
- Beginners in PR
- Sharpening your press releases

- News and feature writing
- Layout and design
- Editing and proof reading
- Successful Freelancing
- Sports journalism
- Handling the media
- Presentation skills
- Secrets of the voice
- Media on the big stage

DISTANCE LEARNING

AN INTRODUCTION TO NCTJ DISTANCE LEARNING COURSES

The NCTJ offers seven distance learning courses; three main ones and four shorter ones.

Main courses

Foundation Course in News Reporting (NRDL) - for those wanting to gain their NCTJ qualification

Writing for the Periodical Press (PJDL) (magazine)

Basics of Sub-editing (SEDL)

Shorter courses

Media Law – a certificated course to give a sound understanding of media law.

Introduction to Newspaper Law – non-certificated, to give a basic understanding of newspaper law.

Introduction to Local Government – non-certificated, to give a basic understanding of the workings of local government.

PJDL and **SEDL** - we recommend these courses be completed between three to twelve months depending on the course chosen and your commitment. They must be completed within two years of purchase.

To enable customers to obtain the best from all our courses it is a pre-requisite for them to have a good level of written English, including punctuation and grammar (e.g. GCSE English Language), and general education.

You should complete the self-test before purchasing any of the courses.

Should you choose either **PJDL** or **SEDL**, you must complete the self-test before you order and start the course. It will give you an indication of how difficult or easy you will find the material and is simply a way of helping you decide if the course is suitable for you. Further course information, sample modules, self-test, answers and an interpretation of your score will be sent on request or available on this website.

All course materials are supplied in CD format and email access is necessary. They are also available in printed version if preferred.

Those who successfully complete the Writing for the Periodical Press and Sub-editing course will be awarded a certificate at one of three levels; “Pass”, “Merit”, or “Distinction”.

As the News Reporting course is self-assessed we are unable to award a certificate. However, completion of the course equips students to go on to tackle the preliminary exams with confidence.

Certification is available for any preliminary examinations passed should you choose to sit them after completing the NRDL course. However, do bear in mind that these exams are based on the syllabus delivered on our full-time courses at our accredited centres and therefore additional study through the textbooks provided with the course materials is necessary.

Orders can be placed directly through the e-Store or by downloading the booking form and sending to the NCTJ with payment.

* If you are interested to get more information about the courses please address www.nujtraining.org.uk

Task 1

Match the words with the definitions.

1) commitment	a) a small amount of a product that allows one to find out what it is like
2) sample	b) means of entering, way in, entrance
3) access	c) a responsibility or promise to follow certain course of action
4) to tackle	d) a planned list of things to be done
5) to dispatch	e) a sum of money paid for professional services
6) to enable	f) to include, to make a part of a group or of smth larger
7) refreshment	g) to take action in order to deal with
8) to incorporate	h) food or drink served as a light meal
9) fee	i) to send to a place
10) schedule	k) give the power, right to do smth

1	2	3	4	5	6	7	8	9	10

Task 2

Look through the text and find the answers to the questions.

1. What types of courses does the NCTJ offer?
2. Which courses are available?
3. What do short courses ensure?
4. What are the main distance courses?
5. What distance courses are offered by NCTJ?

Task 3

Write down the names of the courses mentioned in the text.

- 1) short courses
- 2) distance courses

Text 2

Read the text "How Do I Get In?" and do the exercises, which follow it.

HOW DO I GET IN?

By getting a degree from liberal-arts college. Perhaps that single sentence says everything of importance there is to say about getting into journalism. But then there are a few other things that should be said too.

For one thing, training for journalism is different in the latter years of the twentieth century from what it was in the earlier years. I remember my first day as a reporter on *The World* in New York. Although I had previously worked a bit as a reporter in Springfield, I came to metropolitan journalism and the famous *World* after my final year at the School of Journalism at Columbia, plus a scholarship abroad. I was pleased, after all this, to be in the big time at last. I could stay at my desk as I turned in my first modest assignment, simply shouting "Copy!" and a copy boy came over to get my work of art and take it to the desk.

It was not long before one of those old-timers in green eye-shade got up from the desk and wandered my way. "Did you write this piece?" he asked me. When I confessed that I had, he pressed me further: "didn't you go to that School of Journalism at Columbia?" When I again confessed, he seemed mollified at such willingness to admit a sin. In a friendly fashion he put an arm around my shoulder, and said, "Now listen. The first thing you want to do is forget everything they told you up there". This old-timer reflected the most universal attitude of the time. Much earlier Horace Greeley is reputed to have said: "Of all people I want least to see in my office is a college graduate!" And they say that Stanly Walker, city editor of *The New York Herald Tribune* in the late twenties and early thirties, once glared at a job-seeking college-graduate applicant, and asked, "Have you ever been to a journalism school?" When the applicant stammered that regrettably he had not, Mr. Walker said, or so the story runs, "You are hired!"

Finally, there was Captain Joe Patterson, co-founder of that first successful tabloid, *The New York Daily News*. When in the mid-thirties the Columbia School of Journalism changed form an undergraduate to a graduate school, and in the process shortened its course from 2 years to 1, Patterson wrote an editorial that as I recall began in this way: "The school of Journalism at Columbia has shortened its course from 2 years to 1. This is a step in the right direction, if now they shorten the course by one more year, they will have it right."

Task 1

Match the words with their right translation.

1) degree	редактор отдела городских новостей	A
2) liberal-arts college	признаваться в грехе	B
3) for one thing	стипендия, грант	C
4) metropolitan	относящийся к большому городу	D
5) scholarship	вуз гуманитарного профиля	E
6) to be in the big time	с одной стороны	F
7) desk	диплом об окончании вуза	G
8) a green eye-shade	они сделают правильно	H

9) to admit a sin	редакционная статья	I
10) city editor	малоформатная газета	J
11) tabloid	зеленый козырек для защиты глаз от солнца	K
12) editorial	(здесь) отдел газеты	L
13) they will have it right	достичь вершины в профессии	M

Task 2

Quickly look through the text and mark the lettered phrases nearest in meaning to the word or phrase given on the left.

1. A modest assignment	a) an assignment of great importance b) an ordinary assignment c) an assignment of no importance
2. A metropolitan newspaper	a) a small-town newspaper b) a provincial daily c) a big-city newspaper
3. In a friendly fashion	a) kindly b) angrily c) seriously d) warmly
4. An old-timer	a) a middle-aged person b) an old-fashion man c) a senior journalist d) an experienced editor e) a man who has worked in a place for a long time
5. He seemed mollified	a) he seemed displeased b) he seemed satisfied c) he looked different d) he looked surprised
6. To confess	a) to state b) to declare c) to say frankly d) to make known one's sins
7. To be reputed	a) to be made to do smth b) to be well spoken about c) to be reported d) to be invited
8. To be in the big time	a) to be brilliant at smth b) to have a very enjoyable time c) to be in important places d) to make a good career

1	2	3	4	5	6	7	8

Task 3

Mark the statements as True (T) or False (F) according to the information from the text.

1. The Columbia School of Journalism shortened its course from 3 to 2. ()
2. The author of the text is a British journalist who had undergone a one-year full-time course organized by the National Council for the Training of Journalists. ()
1. When the author came to the small-town newspaper he felt very shy and did not know what to do. ()
2. As soon as the youngster came to the editorial office of the newspaper he was given an assignment of paramount importance. ()
3. In the earlier years of the 20th century editors highly appreciated college-graduate applicants and willingly hired them. ()
4. The author of the text graduated from a liberal-arts college and got a scholarship abroad. ()
5. The old-timers advised him to apply all his knowledge received at the college to his job in the newspaper. ()
6. All the journalists quoted in the text held the same opinion. ()
7. The city editor of *The New York Herald Tribune* was greatly pleased to hear that the job-seeking applicant was a college-graduate. ()
8. It was no news for the old-timer that the beginner was a college-graduate because he had met him before. ()
9. The main idea of the text is that the best education for a would-be journalist is one – year part-time study. ()

Task 4

Sum up what the text says on each of the following points.

1. The author's biography and career.
2. The opinion of the professionals on journalist education.
3. The first day of the author in the editorial office of *The World*.
4. Give examples of the author's humour.

Text 3

TRAIN AS A JOURNALIST – SOME CAREERS ADVICE

Read the text and do the exercises, which follow it.

Newspaper journalism is often seen as glamorous and exciting but, as with any occupation, success comes only after much hard work and routine activity. However, each day in newspapers is different and the training you receive will give you the flexibility to cover a wide range of news stories and features.

Newspaper journalism draws on all the knowledge and skills you have acquired and can give you a tremendous sense of achievement. If you've got what it takes, journalism could be the career for you!

What qualities do newspaper editors look for?

To convince an editor you are worth appointing you will need to be able to demonstrate the following:

- an interest in current affairs at all levels
- a lively interest in people, places and events
- an ability to write in a style which is easy to understand
- good spelling, grammar and punctuation
- an appreciation of the part a local newspaper plays in the community
- a willingness to accept irregular hours
- an ability to work under pressure to meet deadlines
- determination and persistence.

Which way do you want to go?

Let's keep it simple to start with. There are five main branches of journalism: newspapers, magazines, TV, radio and online.

You can start a career in any one of them, and it's not a necessity to start on a small newspaper, niche magazine or tiny cable channel. You could quite easily begin on a large regional daily, top consumer title or the BBC.

Some of the journalists have learned their trade on the job, but many will have undergone some kind of formal training. Not everyone who has undergone formal training is brilliant at their job, and by no means everyone who picked things up as they went along is a bad journalist.

What is a short cut training? What does it give people? It saves their time by teaching them the basics of journalism quickly, accurately and effectively. It means they don't need to learn by trial and error. They can get it right first time.

And the NCTJ is second-to-none in setting the standards for journalism training. Through its examinations and the courses, which carry its accreditation, it equips would-be journalists to find their first job in the profession, and helps working journalists to progress to the next rung up the ladder.

An NCTJ qualification equips you with the skills you need to be an effective reporter. It gives you a solid grounding in shorthand, law and how government works. With an NCTJ certificate on your CV, a prospective employer knows you have grasped the basics.

Many successful journalists, in all branches of the trade, are thankful for their NCTJ training. And many others, who didn't have that advantage, recognise it would have been a huge help if they did.

How do you get into the newspaper industry?

Trainees come into the industry by a variety of routes. Some are recruited directly by regional or local newspapers and carry out their basic training under the terms of a training contract. This is known as direct entry. Within this category are those who may have secured employment with a newspaper company or a group of companies who run their own training programme.

Route 1 – Direct Entry

If you have been recruited into the industry from school or university, you will be regarded as a direct entrant. Most companies will expect you to enter into a two-year

training contract during which time you will receive basic training. The first six months of employment is likely to be a probationary period during which you will be able to decide whether you have got what it takes to become a successful journalist. Most companies will register you with the NCTJ and provide you with a distance learning foundation course to study.

After approximately six months you should ideally attend a block or day release course at college, during which time you will sit the NCTJ's preliminary series of examinations. Trainees recruited by in-company training schemes will undertake their off-the-job training at their company training centres. Training will be directed to the achievement of professional standards and to the attainment of a competence-based qualification.

Trainee reporters and photographers are recruited directly by regional or local newspapers and carry out their basic training under the terms of a training contract. Also there are those who may have secured employment with a newspaper group of companies who run their own training scheme.

An alternative form of direct entry is the Modern Apprenticeship programme. This scheme enables employees of participating companies to undertake relevant training in Newspaper Journalism; Writing; News & Features. Entry is open to anyone between the ages of 16 and 23 (graduates included)

What qualifications do you need?

The entry requirement for reporters is a minimum of five GCSE passes (grades A-C) or equivalent - one of these must be in English. However, in recent years it has become rare for a trainee to come into the industry at this level. Currently more than 60% of recruits are university graduates and the others have achieved at least two A-levels or equivalent.

Mature entrants

Each year the industry receives many career enquiries from mature people. Some editors like to employ these people because of their considerable local knowledge and their settled life style.

Over the age of 30, training is a matter for arrangement by the editor.

Route 2 – pre-entry via a college/university courses

The majority of trainees are recruited into the industry after attending full-time vocational training courses for both post A-level students and graduates. Such courses are held at colleges and universities accredited by the NCTJ. Some of these courses are for graduates only; others require five GCSEs including English and two A-levels. This route is known as pre-entry.

Suitable applicants are required to take a written test, and if successful, will be invited to attend a selection interview at the college of their choice.

Paying for a college course

A few local educational authorities may award grants to meet part of the cost. Early enquiries should be made to local authorities, because grants are extremely limited.

Before applying for a full-time course in newspaper journalism it is essential that candidates establish the financial situation. Contact the college direct for course fees etc.

Candidates who wish to pursue their application and who are unable to obtain a grant should consider carefully what arrangements they will have to make to cover the costs involved.

Tuition fees depend on the college to which a candidate is allocated. In addition there are subsistence costs, travel, exam fees and textbooks to be considered.

Career Development Loans may also be available.

Bursary schemes

A Journalism Diversity Fund has been set up by those in the industry who want to join together to support the training of journalists from ethnically and socially diverse backgrounds.

It is aimed at people without the financial means to attend NCTJ training courses. Applicants will need to demonstrate a genuine commitment to journalism and the potential to be successful.

Check out the website: <http://www.journalismdiversityfund.com/> if you think you might meet the criteria and want to find out more about the application and selection process.

What do you have to study?

Currently, training courses lead to a variety of qualifications. All NCTJ courses cover those aspects of law, public affairs and newspaper journalism necessary to enable a journalist to perform competently by the end of the training period. As well as demonstrating competence in these and other practical areas, trainees are expected to achieve 100 wpm shorthand.

Training

If you have attended a full-time journalism course before obtaining employment, you will probably enter into an 18-month training contract - the first three months is likely to be a probationary period. As with direct entrants, you will still be expected to prove your competence after a period of employment, and obtain the NCTJ's National Certificate.

What about photography?

Photo-journalism, as the term implies, is a journalism-based course with photography as its foundation. Tutors will help you develop natural news sense in tune with an ability to use a camera and ancillary equipment to the best advantage; there is also a comprehensive reporter module.

The press photography course contains all the above elements without the reporter's module.

The qualities you need to be accepted on the NCTJ course and to be a photo-journalist/press photographer are energy; drive; commitment; single-mindedness; personality and an enquiring mind which can look at the obvious and see something different - or better - by way of a "news line" and picture.

If you are successful in obtaining a place at Sheffield College or Darlington College, you will undergo intensive practical and theoretical training to prepare you for your career.

Suitable applicants are required to take a written test, and if successful, will be invited to attend a selection interview.

Qualifications required for direct entry (Route 1 Sheffield College) are four GCSEs (A-C) including English. To attend the courses (Route 2) at Sheffield College an additional 'A' level is required or Darlington College require a minimum of two 'A' levels.

In most companies, the NCTJ's National Certificate in Press Photography/Photo-journalism will be available after a successful period of employment.

What about magazine?

Courses are run at various colleges.

The courses cover media law, ethics, government, shorthand to 80wpm, news & feature writing, production and design, subbing and background to the magazine industry.

There is also a mandatory period of work experience on a magazine. NCTJ preliminary examinations will be undertaken, together with the assessment of a portfolio of work produced on course.

Suitable applicants are required to take a written test, and if successful, will be invited to attend a selection interview at the college of their choice.

Task 1

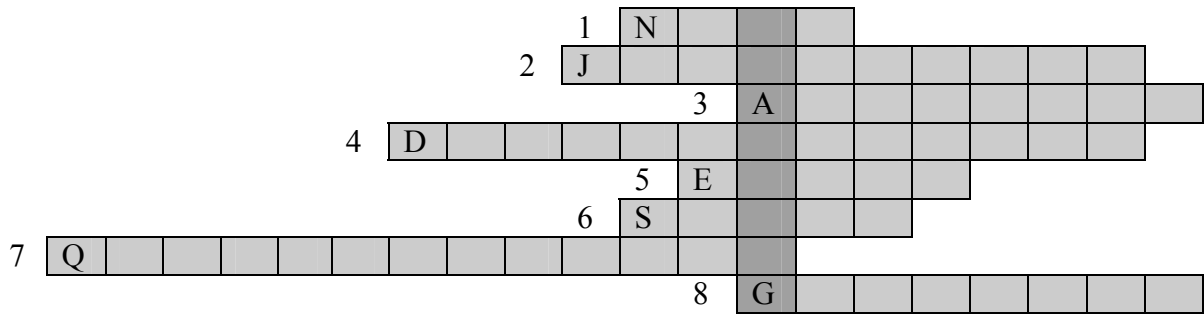
Fill in the prepositions where necessary.

1. The NCTJ is second-to-none ... setting the standardsjournalism training.
2. Apply directly... the editor of a regional or local newspaper employment as a trainee.
3. Trainee reporters and photographers are recruited directly by regional or local newspapers and carry on their basic training the terms of a training contract.
4. However, in recent years it has become rare a trainee to come ... the industry.
5. Most companies will register you the National Council for the Training of Journalists (NCTJ) and provide you a distance learning foundation course to study.
6. Most colleges will only grant places if the applicants have already been ... a brief work experience placement a newspaper.
7. Before applying a full-time course newspaper journalism it is essential that candidates establish the financial situation.
8. It is aimed ... people the financial means to attend NCTJ training courses.

Task 2

Fill in the word square to find the missing word.

1. The National Council for Training Journalists.
2. Profession of writing for newspapers and magazines.
3. In a detailed way.
4. The ability to make firm decisions and act in accordance with them.
5. The act of coming in.
6. Special ability to do something well.
7. Quality, record of experience that makes a person suitable for a particular job.
8. One who got a university diploma.



Task 3

Mark the statements as True (T) or False (F) using the information from the text.

1. There are two main branches of journalism: newspapers and magazines. ()
2. Those who undergone formal training are brilliant at their job. ()
3. It is not a necessity to start on a small newspaper.()
4. Each year the industry receives many career inquiries from graduates. ()
5. The majority of trainees are recruited into the industry after graduation from a University. ()
6. A few local educational authorities may award grants to meet part of the cost. ()
7. Currently, training courses lead to a variety of qualifications. ()

Task 4

Find the missing information in the text to complete the sentences.

1. Newspaper journalism is often seen as glamorous and exciting but....
2. To convince an editor you are worth appointing you will need to demonstrate
3. An NTJ qualification equips a trainee with
4. The entry requirement for reporters.....
5. The majority of trainees are recruited into the industry after....
6. The qualities you need to be accepted on the NCTJ course and to be a photo-journalist.....
7. The magazine course covers....

Task 5

Pick up the most important information from the text for further discussion in class. Dwell on the following points and use them as your plan.

1. The qualities newspaper editors look for in applicants.
2. Direct entry into the newspaper industry.
3. Pre-entry via a college/university courses.

GRAMMAR IN USE



You should realize you would be misunderstood if you fail to use the correct grammar patterns. Do the following exercises and check how successful you are by writing the test afterwards. The reference material will help you to make progress.

Task 1

Supply the blanks with the necessary prepositions.

- Journalism ... Russia dates... the first handwritten Russian newspapers.
a) in, back, to b) at, back, to c) in, ..., at
- Education gives future journalists the necessary background their profession.
a) for b) to c) in
-the Second World War, some departmentsjournalism were established
....Universities ... the basis ... the Faculties of Philology.
a) after, at, ..., on, of b) after, of, at, on, of c) at, in, at, at, of
- The largest center the training journalists in Belarus is the Faculty of Journalism ... the Belarusian State University ... Minsk.
a) at, in, at, in b) for, of, at, in c) for, of, at, in
- The central purpose journalism is to provide citizens accurate and reliable information they need to function a free society.
a) of, of, in b) in, with, for c) of, with, in
- Journalists rely a professional discipline verifying information.
a) on, for b) at c) in, with
- There is a serious need top-quality editors.
a) in b) at c)for

Task 2

Study the reference material and examples to do the exercises, which follow.

В страдательном залоге подлежащее подвергается воздействию со стороны другого лица или предмета.

ВИДО-ВРЕМЕННЫЕ ФОРМЫ СТРАДАТЕЛЬНОГО ЗАЛОГА

Indefinite	Present Past Future	is built was built will be built
Perfect	Present Past Future	has been built had been built will have been built
Continuous	Present Past	is being built was being built

При преобразовании из действительного залога в страдательный:

1) глагол в страдательном залоге ставят в том же времени, что и в действительном.

*I read newspapers in the evening.
Newspapers **are read** in the evenings.*

2) дополнение в действительном залоге становится подлежащим в страдательном и наоборот.

*They shoot new programmes every month.
New programmes **are shot** every month.*

3) дополнение с предлогом в страдательном залоге часто опускается, если оно выражено личным местоимением.

*He showed me a new issue of the paper.
A new issue **was shown** to me (by him).*

4) если сказуемое действительного залога выражено сочетанием глагола с инфинитивом, то в страдательном ему соответствует сочетание того же модального глагола с инфинитивом в страдательном залоге.

*I can't answer your question
Your question **can't be answered***

Transform the following Active constructions into Passive ones.

1. Our correspondent has reported an improvement in the situation.
2. The Daily Mirror might release this news as a scoop tomorrow.
3. The reporter will interview him at the airport.
4. The Browns don't read this tabloid.
5. Lord Reith founded the BBC.
6. They were shooting live broadcasting when I entered the studio.
7. By the time they print the morning issue we will have broken the news by local TV.
8. His report didn't impress the audience.

Task 3

Transform the following Passive constructions into Active ones.

1. Information about our local correspondents has been recently received.
2. The article was strongly criticized by the editor.
3. A visitor may be surprised at a great variety of morning and evening papers in England.
4. *The Financial Times* has always been used by business circles for stock exchange data.
5. Has this tabloid ever been printed in your city?- No, but it has been printed and circulated in the capital.
6. The photographs of the young correspondent were not taken notice of by the visitors of the exhibition.

7. *The Times* has always been used by *The Establishment* for announcements of births, marriages and deaths.
8. The papers in towns are sold by elderly people in kiosks.

Task 4

Study the following grammar notes and examples to be able to do the exercises which follow.

Герундий – это неличная форма глагола, соединяющая в себе свойства существительного и глагола. Герундий имеет формы времени и залога.

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

Герундий может переводиться на русский язык существительным, глаголом в личной форме или неопределенной формой глагола, деепричастием.

Герундий может служить в предложении:

1. подлежащим

Reading is her favourite occupation.

2. именной частью составного сказуемого

Her greatest pleasure is reading.

3. частью составного глагольного сказуемого

He finished reading the book.

4. прямым дополнением

I remember reading it.

5. предложным косвенным дополнением

I am fond of reading.

6. определением

I had the pleasure of reading in the newspaper of your success.

7. обстоятельством

After reading the paper I put it into the drawer.

Open the brackets using the appropriate form of the Gerund.

1. I don't think the article is worth (to print).
2. The journalist went on (to select) the information for the paper.

3. We don't like the way of (to cover) the latest news in the periodicals.
4. It is impossible to discuss a book without (to read) it.
5. I must finish this article before (to meet) the editor.
6. The photographer is not interested in (to illustrate) the periodicals.
7. Can you remember (to read) the article before?
8. The reporter is proud of (to speak) to this outstanding person.
9. The idea of (to print) probably came to Europe from China.

Task 5

Study the following grammar notes and examples to be able to do the exercises, which follow.

Модальные глаголы – это глаголы, которые выражают не действие или состояние, а отношение лица к действию или состоянию. **Модальный глагол в сочетании с инфинитивом образует в предложении составное глагольное сказуемое. Модальные глаголы выражают значение возможности, необходимости, желательности и т.п.**

Can/ could / (=to be able to) – выражают физическую или умственную способность
I can do it. (I am able to do it)

May/ might/ to be allowed to – выражает допущение возможности, разрешение совершить действие.
He said I might smoke here.

Must – выражает долженствование, необходимость
I must do it now

To have to – выражает вынужденную необходимость.
You will have to go there.

Should – выражает необходимость или совет.
You should not go there.

To be (to) – выражает необходимость, предусмотренную планом.
He was to attend the seminar.

Translate the sentences with the modal verbs and their equivalents.

1. A journalist must keep his knowledge constantly up to date by reading newspapers and magazines.
2. Will you be able to bring me a copy of *The Times*?
3. This journalist can write his articles in English.
4. He was allowed to publish his article in the central newspaper.
5. The training of a journalist can be based within the newspaper itself or upon a university or college.
6. Every journalist must have a personal sense of ethics and responsibility – a moral compass.

GRAMMAR TEST

Task 1

Fill in the missing prepositions where necessary.

Education comes first. A degree ... journalism, English or communications is beneficial ... those wishing to pursue a career ... journalism. .. addition ... helping you gain the necessary knowledge, many universities offer job placement services new graduates. Some journalists are able to find employment the benefit of a college degree, but most often, those jobs are ... community newspapers or very small publications. If you are hoping to work ... a large publication or production company, your best bet is a solid education. Attending journalism school, also called J-school, is an investment ... your future. Publishers, especially those ... worldwide recognition, will respect your commitment ... getting a solid education. Since your salary will increase each level ... education that you complete, it is wise to look employment ... a mid-sized publisher ... completing your bachelor's degree. .. that education level, many employers will be able to meet your salary expectations, opening up a nice variety ... options ... your first job ... journalism. As you continue to pursue an advanced degree, you will be making many valuable contacts ... your work ... future job opportunities. This combination actively working your craft as you advance your education is your best recipe ... success.

Task 2

Use the words in brackets in the Passive Voice.

1. Foreign correspondents (to employ) by a media source in one country and stationed in a foreign land.
2. They comprise what (might, to describe) as the theory of journalism.
3. Newspaper and magazine stories in the period from 1897 to 1927 (to illustrate) with engravings.
4. The departments of Journalism (to create) at some Universities and special schools and courses (to organize).
5. The newspaper training (to build) around the newspaper in which a journalist (to employ).
6. The training (to hold) under the supervision of the editor.
7. Photojournalists widely (to employ) by all sources of media, including newspapers, magazines, and television.

Task 3

Change the parts of the sentences using the Gerund.

1. My friend suggested *that we should take a distance training course.*
2. She could not even think *that a new edition of the magazine might be postponed.*
3. *When the editor-in-chief entered the room,* he glanced curiously around.
4. I am told *that you are very busy.*
5. I remember *that I have read this interview.*
6. Thank you *that you helped me.*
7. *Just before I left the room,* I was approached by a cub-reporter who asked me to help him.

WRITING



Being a professional a journalist should be able to express him/herself clearly. Practise to acquire more language skills by doing the tasks, which follow.

Task 1

Check your knowledge, do the sample self-test, which is given by NCTJ.

Self-test.

A) Underline errors of spelling, logic and punctuation. Names and numbers are correct

The entire water cycle of the globe has been changed by human activities' and even more dramatic changes lies ahead, say a group of experts at a conference on global change today.

"Today, approximately 2 billion people are suffering from water stress and models predict that this will decrease to more than 3 billion (or about 40% of the population) in 2025," says Professor Charles Vörösmarty from the University of New Hampshire.

There will be winners and losers in terms of access to safe water. The world's poor nations will be the biggest losers. Countries already suffering severe water shortages, such as Mexico, Pakistan, Northern China, Poland and countries in the Middle East and sub-Saharan Africa will be hardest hitters.

"Water scarcity means a growing number of public health, pollution and economic development problems," says Prof Vörösmarty.

"To avoid major conflict through competition for water resources, it's vital that we implement international water use plans," adds Professor Hartmut Grassl from the Max-Planck-Institute for Metrology in Germany. "I believe this should be mediated by an established intergovernmental body."

B) Write in full: kWh, LASER, AIDS, NGO,

C) The following phrases or words are commonly used but aren't quite logical. (It doesn't mean that they should never be used, but this question is designed to test your "feel" for language.) Explain why.

- (a) He had his fair share of trouble
- (b) Near miss
- (c) All clothes in the window are reduced
- (d) The wages of sin is death
- (e) This is a non-smoking cinema.

D) Summarize the following paragraphs; each summary should be no more than 30 words.

(1) Two researchers, both psychologists, have studied births in southeast England over the past 10 years. They were particularly interested in children born to parents who live under airport landing patterns. Today, they finally issued their report. The report, which examines the frequency of birth defects, uncovered some interesting data. The psychologists found

that the rate of abnormal births is 42 percent higher among parents who live near major airports. The researchers explained that the cause is stress suffered by pregnant women who are repeatedly exposed to the noise of jet aircraft.

(2) The Office of Fair Trading is a government organization. It took a big step today. It issued a report, and the report contained a "consumer product hazard index". The index ranks 369 product categories in the order of the frequency and severity of injuries to young persons under the age of 17 using the products. Scooters were listed as the most dangerous product (powered vehicles were not considered). The OFT has the authority to regulate dangerous products, and the list may indicate which products may be covered by mandatory safety standards.

E) Correct, shorten or improve the following sentences. Turn them into two sentences if necessary.

- (a) Born in Manchester, the chef had red hair.
- (b) The purpose of this test will be to assess the skills of students.
- (c) He was found to be in possession of a firearm.
- (d) The Screamin' Abjabs, the latest group to play in Cheltenham, are currently under contract to deliver next year's Reith Lectures.
- (e) None of the mothers said "yes" when asked if they used knee-capping to discipline their children.
- (f) Walking through Sutton, the idea suddenly struck me.
- (g) "Is this the bus for Baghdad", Horace asked wistfully?
- (h) Oxfam is £80 000 better off this week after receiving that sum from the estate of a balloon manufacturer who died.
- (i) Vermin, that live in the desert, suffer from Athlete's Foot.

F) What is the odd logic in the following statement?

In the 46 coronary bypasses performed by Mr Braithwaite, there was a "death rate of less than 1 per cent".

G) Underline the nearest equivalent meaning:

- (a) noisome: loud/sweet/offensive
- (b) hopefully: it is hoped/full of hope/I hope
- (c) quality: good/characteristic/excellent
- (d) biannual: twice a year/every two years
- (e) simplistic: very simple/naive/easy

Task 2

Render the texts below into Russian. Keep in mind that rendering doesn't mean word for word translation. You should try to be close in reproducing the contents of the texts but it is not necessary to be too precise.

A STATEMENT OF PURPOSE

After extended examination by journalists themselves of the character of journalism at the end of the twentieth century, we offer this common understanding of what defines our

work. The central purpose of journalism is to provide citizens with accurate and reliable information they need to function in a free society.

This encompasses myriad roles-helping define community, creating common language and common knowledge, identifying a community's goals and pushing people beyond complacency. This purpose also involves other requirements, such as being entertaining, serving as watchdog and offering voice to the voiceless.

Over time journalists have developed nine core principles to meet the task. They comprise what might be described as the theory of journalism:

Journalism's first obligation is to tell the truth

Democracy depends on citizens having reliable, accurate facts put in a meaningful context. Journalism does not pursue truth in an absolute or philosophical sense, but it can-and must-pursue it in a practical sense. This "journalistic truth" is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, valid for now, subject to further investigation. Journalists should be as transparent as possible about sources and methods so audiences can make their own assessment of the information. Even in a world of expanding voices, accuracy is the foundation upon which everything else is built-context, interpretation, comment, criticism, analysis and debate. The truth, over time, emerges from this forum. As citizens encounter an ever greater flow of data, they have more need-not less-for identifiable sources dedicated to verifying that information and putting it in context.

Its essence is a discipline of verification

Journalists rely on a professional discipline for verifying information. When the concept of objectivity originally evolved, it did not imply that journalists are free of bias. It called, rather, for a consistent method of testing information - a transparent approach to evidence - precisely so that personal and cultural biases would not undermine the accuracy of their work. The method is objective, not the journalist. Seeking out multiple witnesses, disclosing as much as possible about sources, or asking various sides for comment, all signal such standards. This discipline of verification is what separates journalism from other modes of communication, such as propaganda, fiction or entertainment. But the need for professional method is not always fully recognized or refined. While journalism has developed various techniques for determining facts, for instance, it has done less to develop a system for testing the reliability of journalistic interpretation.

Its practitioners must maintain an independence from those they cover

Independence is an underlying requirement of journalism, a cornerstone of its reliability. Independence of spirit and mind, rather than neutrality, is the principle journalists must keep in focus. While editorialists and commentators are not neutral, the source of their credibility is still their accuracy, intellectual fairness and ability to inform-not their devotion to a certain group or outcome. In our independence, however, we must avoid any tendency to stray into arrogance, elitism, isolation or nihilism.

It must strive to make the significant interesting and relevant

Journalism is storytelling with a purpose. It should do more than gather an audience or catalogue the important. For its own survival, it must balance what readers know they want with what they cannot anticipate but need. In short, it must strive to make the significant interesting and relevant. The effectiveness of a piece of journalism is measured both by how much a work engages its audience and enlightens it. This means journalists must continually ask what information has most value to citizens and in what form. While

journalism should reach beyond such topics as government and public safety, a journalism overwhelmed by trivia and false significance ultimately engenders a trivial society.

It must keep the news comprehensive and proportional

Keeping news in proportion and not leaving important things out are also cornerstones of truthfulness. Journalism is a form of cartography: it creates a map for citizens to navigate society. Inflating events for sensation, neglecting others, stereotyping or being disproportionately negative all make a less reliable map. The map also should include news of all our communities, not just those with attractive demographics. This is best achieved by newsrooms with a diversity of backgrounds and perspectives. The map is only an analogy; proportion and comprehensiveness are subjective, yet their elusiveness does not lessen their significance.

Its practitioners must be allowed to exercise their personal conscience

Every journalist must have a personal sense of ethics and responsibility—a moral compass. Each of us must be willing, if fairness and accuracy require, to voice differences with our colleagues, whether in the newsroom or the executive suite. News organizations do well to nurture this independence by encouraging individuals to speak their minds. This stimulates the intellectual diversity necessary to understand and accurately cover an increasingly diverse society. It is this diversity of minds and voices, not just numbers, that matters.

Task 3

Sum up the information from the texts above and other texts, which you have studied in Unit II, write a small essay on one of the following topics.

1. Journalists learn how to do the job while working in a newspaper.
2. The training of journalists in Britain.
3. It is sometimes preferable that the entrant has to do it “the hard way” to succeed in journalism.
4. Journalists are born not made.
5. Edison’s formula of success: “two percent inspiration and ninety-eight percent perspiration”.
6. No man can have too much education to do journalism well.

Note. Before writing revise the information “How to Write an Essay” given in Unit 1 Practice Book.

PART III

SUPPLEMENTARY READING

Text 1

JOURNALISM IS AN IMPORTANT JOB

Journalism is an important job. This fact is well known by individuals and organizations the world over with a message to promote, and by governments and others seeking to suppress discussion and debate. Journalists have a duty to defend freedom of speech - one of the bastions of democracy.

Of course, not everyone who becomes a journalist can be a crusading investigative reporter or a star interviewer, exposing wrong-doing, puncturing pretensions and holding politicians to account. But press freedom is not just the freedom to inform and influence, it is also the freedom to entertain, educate and amuse.

And Journalism is a fundamentally democratic career - open to all, regardless of race, gender or disability.

Journalists have a duty to their readers, listeners and viewers to uphold the values and standards that have made the best journalism such a force in the world. Since the beginning of the last century, the National Union of Journalists has dedicated itself to helping accomplish that task - not least through its involvement in journalism training and education and its support for those who wish to become journalists.

I'm proud to represent the NUJ as its General Secretary. It is by far the biggest organization of journalists in the UK and Ireland, and its role in promoting the interests of journalism and journalists is second to none. I'd be delighted to welcome all of you who read this to come and join us.

The publication of this new edition of 'Careers in Journalism' demonstrates our continued commitment to maintaining the vitality of journalism through encouraging new entrants. It emphasizes the importance of education and training in a rapidly changing world, and offers vital help to those starting out on a tough but rewarding journey.

Jeremy Dear
General Secretary The National Union
of Journalists

Text 2

WHY I BECAME A JOURNALIST

*"You may not be able to change the world,
but at least you can embarrass the guilty."*

Jessica Mitford

The NUJ Guide to Careers in Journalism informs you about journalism - what it is, what you can do as a journalist, how you might get a foot in the door of your chosen profession, how to get on, and how to keep on top of the rapid technological change that is now so much a part of the journalist's world.

It includes the most relevant 'frequently asked questions' (FAQs) from this web site, useful addresses and a guide to resources in print and other media.

The NUJ offers information and generic advice on careers in journalism through the Guide and the training web site. It does not offer individual career guidance or make specific recommendations concerning education, training or jobs.

You should talk to career guidance professionals, colleges, training organisations, accreditation bodies and employers for this kind of help.

Join the NUJ

The union has a special class of membership for student journalists which costs £10 for the duration of their course. We also offer a reduced subscription for the first year to those former students upgrading to full membership as they begin their professional careers. About 3,000 journalism students join the NUJ every year.

Students on vocational journalism courses, and those on other courses who work on student publications and intend to become journalists, are both eligible for student membership of the Union. You can now join the NUJ via the online registration [HERE](#) or email StudentNUJ@nuj.org.uk or alternatively call on 020 7278 3725.

Introduction

There may be as many as 80,000 journalists in the UK. Nobody has an accurate figure, although a July 2002 survey by the Journalism Training Forum estimated that there were at least 60,000 journalists in publishing and 10,000 in broadcasting. The NUJ is by far the biggest journalism trade union in the UK, representing journalists in the best-known and best-established media organizations, including the BBC, national daily newspapers, regional newspapers, major magazine publishers and new media companies, and among a large number of freelancers.

The problem with counting journalists is that they do so many different things under so many different circumstances. They might need to gather detailed information about issues they have never heard of, respond in minutes to the latest breaking news, or edit a different book every three months. They may be correspondents in the field or commentators at home. They may sit all day at the end of a phone or spend heady nights following celebrities.

Although varied, working in journalism is not always as glamorous as the movies and TV like to make out.

It can be repetitious, and it can be dangerous, but it can also be one of the most satisfying of careers. At best, journalists can help make a difference by enriching people's lives, entertaining them or giving them the information they need to make better and more timely decisions. They can be loathed and feared, but often they inspire and challenge. They are rarely ignored...

Text 3

TYPES OF JOURNALISM

Many people associate journalism only with the national newspapers, glossy magazines, or national radio and TV broadcasting. The public face of journalism is made up of the reporters and presenters whose bylines and images confront us on the breakfast table, on our journey to and from work, or just before we go to sleep.

But behind these journalists - many of whom earn salaries to match their high public profiles - are the ground-troops: researchers, sub-editors, production staff, photographers, picture editors, cartoonists, gossip columnists and more.

Alongside them you will find a whole army of other journalists - the reporters on local newspapers or radio, presenters on regional TV, writers for the trade press or for web sites, editors of small circulation consumer magazines, translators, proof-readers, PR staff and the growing body of freelances, many of whom have to be able to do a little bit of practically everything.

The NUJ represents journalists in a number of disciplines:

- Local & National Newspapers
- National and Local News Agencies
- Freelancing and Casual Work
- Magazines and Periodicals
- Book Publishing
- Press and Public Relations
- Radio and Television
- On-line/New Media

Within each of these broad groupings, journalists can work at many different tasks. In print, these include editing, reporting, feature writing, sub-editing, photography, layout, illustration and graphics and a host of specialist jobs from drawing cartoons and compiling crosswords to researching background and commissioning artwork. The NUJ also includes authors, translators, book-production staff and workers in public relations among its members.

In broadcasting, you could find yourself producing programmes, writing scripts, reporting, presenting, interviewing, or even editing audio and video. With the growth of digital media, broadcast journalism is changing radically and radio and TV journalists may have to acquire a whole new range of technical skills.

The rapidly expanding field of online journalism presents even more challenges. An increasing number of journalists have to adopt a 'portfolio' approach to their careers. Even those who are not freelances find that they may be required to work on magazines, web sites and multimedia presentations within the same company.

Text 4

STARTING OUT

The career path for journalists has changed radically over the last decade. In the past, most journalists entered the profession through a form of apprenticeship usually worked in a local newspaper or, more recently, a local radio station.

Today there are many routes in to journalism. Most who enter the profession are graduates and most have completed a specialist vocational pre-entry or postgraduate training course.

Until the 1990s, only a few universities and colleges offered journalism degrees and diplomas and most graduate entrants into journalism had qualifications in arts, languages or the humanities and then took postgraduate vocational qualifications. Today a greater number are entering after taking one of the increasing number of journalism and related degrees.

However, students should be aware that the suitability of many media studies degrees for a career in journalism is questioned by a number of commentators and recruiters. Some universities and colleges offer postgraduate qualifications in journalism including MAs and more vocationally oriented diplomas. A few institutions also offer 'fast-track' pre-entry qualifications.

All these qualifications may or may not be accredited by industry bodies such as the National Council for the Training of Journalists (NCTJ).

Employers who accept formally qualified journalists with degrees or diplomas that are not recognized by the NCTJ sometimes insist on those journalists sitting the NCTJ's National Certificate Examination (NCE) early on in their careers. This is a tough test, with a pass rate of around 50 percent, demonstrating such things as mastery of traditional skills like shorthand and an understanding of the complexities of the law as it affects journalism.

In practice, precisely how you get into journalism will depend on the kind of journalism you choose to do.

There can be many entry points into newspaper journalism, fewer if you choose to go into book publishing or broadcasting. Your route may be more or less formal, depending on exams and qualifications or on experience gained with amateur publications or other small corners of the media universe.

This universe has expanded in recent years despite a trend towards concentration of ownership. Digital TV, a burgeoning magazine publishing sector and the development of the world wide web have created plenty of new job opportunities.

But competition can be fierce for new entrants. You must be able to offer something special.

Text 5

WORK IN LOCAL & NATIONAL NEWSPAPERS

The job

National newspapers have specialists in different subjects and skills. Local papers tend increasingly to rely on multi-skilling, so that one person may write local news or background features, sub-edit and even take photographs. The NUJ is not opposed to multi-skilling provided it doesn't threaten job security and appropriate training and remuneration are provided.

Career paths

Local newspaper journalists may be employed straight from school or university, but generally you would be expected to take a pre-entry course. In any case, you will generally have to work your way up from the more mundane jobs. With some experience under your belt, you may expect to become a sub-editor, star reporter or feature writer, or you could make the transition to the nationals.

Qualifications

Unless you are a mature student aged 30 or over, you will need a minimum educational qualification of a degree or five GCSE passes at A to C level (Standard Grades in Scotland) one of which must be English to secure a place on a pre-entry course.

Some colleges insist on two A-levels or their equivalent. For NCTJ-accredited postgraduate courses, a first degree is required. If you find employment without first obtaining a journalism qualification, you may be expected to study on an NCTJ-accredited day or block release course. These courses may last several months.

The NCTJ is the main authority supervising training in provincial newspapers, and also accredits other courses including some employer schemes. There are alternatives to NCTJ accreditation. The government-sponsored Publishing National Training Organisation (NTO), for example, was launched in 2001 and accredits courses in ten centres on behalf of the employers' organisations the Newspaper Society and the Periodical Publishers' Association, whose members include local newspaper and magazine publishers, respectively.

Many institutions offer photography courses, but there is only one NCTJ-recognised course for press photographers - run by the Sheffield College, both graduates and non-graduates. Experience as a photographer is more important than qualifications to many employers.

The NCTJ also provides distance learning courses in newspaper and magazine journalism – the only correspondence courses widely accepted by the industry and recognized by the NUJ.

Text 6

FREELANCING AND CASUAL WORK

The job

Freelancing is a risky business, unlikely to pay well for many years, but it presents few if any formal barriers to entry. Freelancers can do practically anything, including researching, reporting, writing, photography, and casual subbing and production work. And they do not usually need to demonstrate any qualifications. Successful freelancers usually have years of experience, many contacts, great self-discipline, and some understanding of how to run a business.

Career paths

There are probably almost as many routes into freelancing as there are freelancers; and around 20% of the journalists operating in the UK are freelancers - that could be as many as 20,000 people. Some move from a full-time job because freelancing offers them more flexibility with their hours of work. Some move from a job because of the promise of the high fees that a few freelancers can command. Some are forced to freelance when their job moves from under them, and some have never been anything other than freelancers.

Increasingly online options are being offered by traditional journalism course providers and one or two training establishments now have dedicated pre-entry/postgraduate courses.

There are no specific qualifications for freelancing, although some training providers offer courses, and the main skills freelancers must bring to bear on their work are persistence, organization, self-discipline and self-confidence bordering on arrogance. Individuals with particular subject specialties are often best placed to become freelancers. There is a vast range of outlets requiring specialists of one sort or another, from aircraft modellers to zoologists, who may all find comfortable niches as resident experts in the general media or writing for trade or specialist magazines.

Good basic skills in writing or speaking may help, but freelancers with a particular expertise are forgiven a lot when they are needed. The newspaper and magazine industry couldn't survive without casual subs and freelance contributors, while book publishing is littered with freelancers - authors, translators, proof-readers, copy editors, illustrators and more.

The key to successful freelancing is to know your market and never undersell yourself. Small business training may be useful. Keep a small cuttings file of your best published articles or images to show potential clients and always be ready with interesting ideas tailored to particular outlets.

On-line/New Media

The job

Online publishing is such a new field that there are very few precedents to go on in describing current practice.

Online journalism falls into two broad categories - working on web sites associated with mainstream outlets such as broadcast organizations, established newspapers or corporate communications departments, and working on so-called 'pure play' web sites which have no corresponding enterprise in the 'bricks and mortar' world.

The latter tend to be staffed by people with rather more of a technical than a journalistic background, while the former are often staffed by journalists drafted in from sister publications or stations. In some cases, journalists will write the paper-based or broad-cast editorial as well as the online material. In short, online journalism involves a combination of traditional journalistic and new-technology skills, although the proportions in which these two are mixed vary enormously.

Much online journalism demands familiarity with 'content management systems', used to rapidly update web sites or broadcast SMS messages to mobile phone subscribers. This is similar to working for an agency or wire service.

Career paths

New entrant online journalists are often recruited straight from college or university-based journalism and media studies courses, and employers typically look for evidence of journalistic ability (writing or reporting, say) and an awareness of the technologies involved (for example, a basic understanding of HTML or the ability to use a package such as Dream weaver).

In some cases, you may be expected to be significantly more competent in technical skills such as JavaScript, Java or ASP. If you're a designer or a photographer, you will certainly be expected to know Photoshop, Illustrator, Fireworks or Flash.

Qualifications

A good degree is useful, but anybody moving into online publishing should obtain training in the technical skills they will require. Very few employers offer this sort of training in-house, but there are a number of independent providers offering short courses or part-time study. The NUJ is one such, but there will be others associated with local colleges, local authorities, the 'learn direct' organization, the WEA or reachable through the BBC's Web Wise campaign.

Increasingly online options are being offered by traditional journalism course providers and one or two training establishments now have dedicated pre-entry/postgraduate courses.

Text 7

CAREER DEVELOPMENT

As with many occupational groups, the career of a journalist today is uncertain and changeable. Training can help ‘smooth the bumps’ and enhance the employability of journalists and the sustainability of their careers.

Since the NUJ started its training programme a few years ago, expert opinion and attendance at NUJ short courses have both confirmed the Union’s belief that journalists will increasingly need training throughout their careers to cope with a volatile employment situation, changes within the media themselves, and the rapid development of new technologies.

This training will work best if there is consensus among journalists and their unions and associations, employers and government agencies around standards. The International Labour Organization (ILO) has argued that ‘tripartite cooperation ... is of prime importance to prevent serious skill shortages.’ In turn, the prevention of skill shortages in journalism and the media can only be healthy for democracy and an increasingly information-dependent economy.

NUJ members have in the past expressed a clear demand for training in IT and internet-related subjects and we can predict a constant if not growing demand for training within these areas as they increase in technological complexity and journalistic importance.

The current market for journalism short-courses outside the NUJ is dominated by the NCTJ, the PTC, the BJTC and their ‘authorized suppliers’. Most of these courses are not formally accredited because of the rapidly changing nature of their syllabus. There is no central body regulating standards.

The main forums within which accreditation and qualification issues are debated are the National Training Organizations for Publishing (the Publishing NTO) and Broadcasting (Skill set). However, the Government is phasing these bodies out and replacing them with Sector Skills Councils so the long term future is unclear.

The existing NVQ in journalism offers a route to a degree level qualification for working journalists, but it is possible that journalists may wish to study for degrees or diplomas offered by independent HE or FE institutions. In such cases, NUJ short courses could contribute to the access requirements of the individual universities or colleges concerned.

Text 8

SO WHY DID YOU BECOME A JOURNALIST?

“ I became a journalist to come as close as possible to the heart of the world.”

Henry R. Luce

“ Because of my early exposure ... to tragedy and to the sad events in Europe, I have learned detachment and that is the most valuable thing for any writer, any journalist, any historian to learn.”

Gitta Sereny

“ I became a journalist because I wanted to understand the story behind the story. Now I see this impulse, on one level, as a desire to understand myself. But it always seemed more interesting - and is more interesting - to learn about other people, listen to their stories.”

Emily Benedek

“ I had always wanted to write, ever since I realized that real people actually produced all those books in the library. But everyone told me that it was impossible to make a living from writing, that I needed to have a proper job. I knew I wasn't the sort of person who would be suited to a proper, nine to five job with a neat hierarchical career structure, so I became a journalist.”

Val McDermid

“ I became a journalist in the early '70s [when] the message to a young aspiring journalist was clear: Journalism was high-stakes moral stuff; compelling, collegial, necessary for democracy, for people to make an informed choice.”

Anne Taylor Fleming.

“You may not be able to change the world, but at least you can embarrass the guilty.”

Jessica Mitford

Text 9

WHY JOURNALISM ISN'T A PROFESSION

By Sam Smith

This article appeared in the DC Gazette in the 1970s.

IT WAS NICE to learn the other day that the National Labor Relations Board agrees with me that journalists are not "professionals ." The ruling came in a labor dispute over which union reporters and other newspaper workers should join. The NLRB probably didn't mean to, but it nonetheless struck a small blow for freedom of the press -- and the rest of the country as well. One of the most serious of the infinite misapprehensions suffered by reporters is that they are somehow akin to lawyers, doctors and engineers. They long for initial letters after their name.

As late as the 1950s more than half of all reporters lacked a college degree. Since that time there has been increasing emphasis on professionalism in journalism; witness the growth of journalism schools, the proliferation of turgid articles on the subject, and the preoccupation with "objectivity" and other "ethical issues." There has also been an interesting parallel growth in monopolization of the press.

Among the common characteristics of professions is that they are closed shops and have strong monopolistic tendencies. The more training required to enter a field, the more

you can weed out socially, politically, and philosophically unsuitable candidates; and armed with a set of rules politely known as canons or codes of ethics, but also operating as an agreement for the restraint of trade, one can eliminate much of the competition.

The professional aspirations of such formerly unpretentious occupations as journalism, teaching, and politics is one of the most dangerous of the numerous anti-democratic currents of the day. Professionals hoard knowledge and use it as a form of monopolistic capital. For example, one of the most constructive ways to improve health in the country is through preventive action and personal habits, which depend upon widespread information and education. Yet it has been largely through governmental intervention (the FDA, EPA, etc.), renegade doctors so few they are household words, investigating legislators, health nuts, and consumer groups that the country began to understand that health is not something that you buy from a doctor. The medical profession regarded this as a trade secret.

Lawyers have been more successful in withstanding the democratic spirit. The fact that there are ways of dealing with civil disputes and community justice other than in the traditional legal adversary system is still not widely known. Through semantic obfuscation, a stranglehold over our courts and legislatures, and an arcane collection of self-serving contradictions known as law, attorneys have managed to turn human disputation from a mere cottage industry into a significant factor in the gross national product.

Reporters were supposed to be different. They were once considered little more than the surrogate eyes and ears of ordinary readers. They were not expected to be experts or guardians of highly technical or exotic truths and they certainly did not merit priestly status, for a democracy, if it wishes to remain one, must deny priesthood to those like the press and politicians who are meant to be the instruments of the people.

How far we have come from this simple democratic principle is demonstrated in politics by the our very imperial presidency and the compulsive demand for ethical purity on the part of officeholders, a demand that goes far beyond non-corrupt practices towards a set of standards whose main function is to limit, a la admission to the bar, who can run for office and who can't.

The point of a democracy is not to prohibit crooks or demagogues from running for public office, but to defeat them. Similarly, the First Amendment says nothing about objectivity, professional standards, national news councils, blind quotes, deep backgrounders, or how much publicity to give a trial. Its authors understood far better than many contemporary editors and journalistic commentators that the pursuit of truth can not be codified and that circumscribing the nature of the search will limit the potential of its success. Nor can there be an institutionalization of the search for the truth; it always comes back to the will and ability of individuals.

Check a reporter's bookshelf and you'll find a dictionary, Bartlett's, a thesaurus and, perhaps, Strunk & White and lots of junk reading. No stacks of maroon or blue texts with thin gold titles like "Compton on Trial Coverage." Doctors need such tomes and lawyers have made it necessary to themselves to have them. But journalism does not depend upon the retrieval of institutionalized stores of knowledge, and won't -- until we presume to know as much, as definitively, about the working of human society as a doctor must know about the workings of the stomach.

Journalism has always been a craft - in rare moments- an art - but never a profession. It depends too much on the perception, skill, empathy and honesty of the practitioner rather than on the acquisition of technical knowledge and skills. The techniques of reporting can

be much more easily taught than such human qualities and they can be best learned in an apprentice-like situation rather than in a classroom.

Too many reporters have nothing but technique. Trained not to take sides, to be "balanced," they lose the human passion that makes up the better part of the world about which they write. They are taught to surrender values such as commitment, anger and delight that make the world go round and thus become peculiarly unqualified to describe the rotation. Disengaged, their writing is not fair but just vacuously neutral on the surface while culturally biased underneath.

That's why the this journal has welcomed "non-professional writers -- writers who knew something other than journalism, who cared about something else. On the average they make the better writers. They have something to say.

All memory of the newspaper trade short of printing could be wiped out and in a matter of days someone would start publishing a newspaper again, and probably a good one. Someone would want to tell a story.

The institution of journalism functions like all large institutions; it is greedy, self-promoting, and driven towards the acquisition of power. The thing that has saved it has been the integrity and craft of individual journalists. Preserving that integrity and that craft is not only important to reporters but to everyone, for when reporters become merely agents of an overly powerful profession, democracy loses one of its most important allies, free journalists practicing their craft.

Text 10

NCTJ LOGBOOK LAUNCHED

By Holdthefrontpage staff

The new National Council for the Training of Journalists' on-the-job training logbook has been launched for trainees taking the National Certificate Examination.

The logbook was devised after consultations with editors, trainers and trainees and represents one of biggest changes to the NCE in nearly 50 years.

It will provide a concise guideline on standards and from Spring 2004 all candidates will need to submit a completed logbook before sitting their final exams.

It will then be marked as a fourth section of the NCE alongside the speech, interview and newspaper practice papers.

The logbook maps out the stories that candidates need to cover during the minimum 18 months they spend at work before taking their qualifying exams - with 17 key tasks from which they are required to submit original copy and published cuttings.

There are also assessment forms which trainers and editors have to complete every three months in order to provide a permanent record of each trainee's progress.

Trainees can get their free copy of the logbook by contacting the NCTJ at: Latton Bush Centre, Southern Way, Harlow, Essex CM18 7BL, or by calling 01279 430009. Additional copies are available at £10 each.

Regional press news - this story published 12.10.2002

Media training offered By Holdthefrontpage staff

Unemployed Londoners are being given the chance to take part in a training course that could help them prepare for a career in the media.

The voluntary organization CSV Media in London is currently looking for people who would like to study for a City & Guilds Diploma in Media Techniques.

During the free course students will learn different styles of writing, both for newspapers and magazines, together with web page design and desktop publishing.

The 26-week course will also show students the basic skills of radio such as interviewing, editing and presenting.

The next course begins in November and is open to anyone living in London, over the age of 18, who is either unemployed or working part time.

No previous experience is needed, but basic literacy is essential and a keen interest in current affairs would be an advantage.

Internships pay off at job-hunting time. Most don't pay a salary while they're being served. But they add a credential that helps get you hired. Studies have found that the great majority of applicants who get entry-level jobs have held internships, often at the same station. (Half the broadcast journalists in my careers survey--three in five for TV and two in five for radio news--were former interns. Time after time, they said interning was one of their most valuable college experiences.)

It's valuable because you're working in a real news operation, not just a college classroom or lab. Even the best journalism courses usually can do no more than background you for the duties involved in getting news on the air, cable or the Web. Working as part of a news staff that's competing with others for audiences takes you an important step beyond the campus.

You'll also develop a networking base of professional contacts to help you get a job and advance in your career. Those contacts count.

Where? Given a choice, should you intern in a small or large operation?

In a small shop, you'll probably get hands-on experience in reporting, photography and producing and come away with material for a resume tape. But supervision may be inferior to what you'd get in a large operation. Indeed, some small-market stations give interns little feedback but largely exploit them as free labor.

A large-market station usually provides a more professional setting but restricts hands-on work. Reporting, photography, tape-editing, producing or even writing may be off limits because of union regulations. Still, working as an assistant to regular staff members in those positions can teach you how the pros do it. But remember, the goal is to learn, not to run errands.

Most unpaid internships require that you earn college credits in lieu of pay, and most schools offer such credits. Some stations pay the tuition for those credits. Be sure to ask. If you're really good--and lucky--you may get a paid internship. No more than one of every 10 in TV news and one of every five in radio news pays wages. Check into the limited availabilities.

Other options include a part-time paying job at a local TV or radio station. Many of today's journalists did that. Paid or unpaid experience at a campus station is also valuable. Such work in a real news operation makes you more competitive. So go after it. Those who wait for the world to come to them often find that it doesn't.

The grass often looks greener in another career. Lawyers, teachers and others may think they'd rather be working in broadcast news. At the same time, broadcast journalists may feel a need to change, perhaps to become lawyers, teachers, public relations practitioners, etc. In today's workplace, people feel less locked in than they used to. One

estimate is that the average worker will hold a half dozen different kinds of jobs in the course of a lifetime. So broadcast journalism's ins and outs are not unusual.

Moving In

Job satisfaction is high among broadcast journalists. Three-fourths of the workers in television and radio news say they are "satisfied" or "very satisfied" with their jobs. Not surprisingly, the field also appeals to many on the outside. Included are people who would like to be where things are going on, who want their work to make a difference, who simply like communicating, or who have the mistaken notion that most of those TV and radio jobs surely pay well. They wonder what it would take to get into electronic journalism. Just knocking on doors? Going back to school? It depends on the person and his or her work experience.

From within mass media. Convergence is bringing more overlap among print, TV, radio and Web journalism. A person may work in two or three media in a single shift.

Moving from print to electronic media is not uncommon. An experienced newspaper reporter should already have the news know-how and would need adapt mainly to on-camera reporting, often working without a script or even notes. Practice and perhaps some coaching can help. A broadcast journalism skills course or two at a nearby university may also be an option. Realistically, keep in mind that some people have more on-air potential than others.

Behind the scenes, an adaptable newspaper managing editor may go to a comparable job in TV or radio. Media management skills are generalizable.

A master's degree in broadcast journalism may still be the way to go, especially if print experience is light. The further education is more than just skills training and generally counts long-term, whatever one's career route.

From outside mass media. What of someone with no journalism education or experience? A clothing buyer with a degree in textiles, for example? That particular one was a master's advisee of mine at Missouri. Intelligence, good work experience and maturity paid off. She was an outstanding student who graduated to good jobs in large-market television news.

How about a lawyer going to TV news? A number of the reporters and anchors seen on broadcast and cable networks are lawyers who made that move. Those with courtroom experience have practice in thinking and talking unscripted and persuasively on their feet. For television, they may need only learn the basics of journalism, which shares with law such elements as effective communication and working in public affairs. News-handling can be learned on the job.

But a master's in broadcast journalism might still help. It did for another Missouri student of mine. In her late 20s, brilliant, articulate and effective- she left a big law firm, got an MA and shortly was a top anchor at a major- market TV station. For most others who want into TV news--and who have the potential--a master's degree is usually to be recommended.

In most cases, a master's is a better investment than a second bachelor's. Time spent back in school is little more for the MA, and consecutive degrees carry more weight by taking you to a higher level than do concurrent ones.

Moving Out

Few who work in broadcast news spend a full career at it.

Why do they leave? Low pay was mentioned most often, reflecting the sad fact that the average newsperson--especially if in a small market or behind the scenes as

photographer, producer or assignment editor--is paid less than workers with comparable education and responsibility in other career fields.

Disenchantment with the field, poor prospects for advancement, family life and stress also made the list of reasons news people consider getting out.

Where would they go? They most often said public relations and other media-related areas. Experience gained in TV and radio news is valuable for PR and media relations. And those jobs pay tend to pay well, making a low-pay broadcast news job a valuable steppingstone. Other broadcast journalists said they might become teachers or go into business for themselves.

What's the best thing about being a journalist?

One of my tutors on a journalism course had been a journalist for about thirty years. At that time my colleagues and I were rather disillusioned by our recent work experience, so one of our group asked the tutor why he was still in journalism. "It's the best job in the world," he said. I found it inspiring that someone could say that about a job he had been doing most of his life. Very few are that happy and I think it's certainly the best job for me.

Some of the best things about journalism for me are:

- * I get to meet interesting people. Not just celebrities, but also unknown people with a compelling story to tell.

- * My raw materials are ideas. I'm learning and being creative all the time and as a freelancer I have the freedom to pursue ideas for any publication.

- * I get to travel and see places I would never otherwise see.

- * It's satisfying to produce articles I can be proud of and nice to get recognition for that.

- * There's plenty of variety.

- * There are plenty of career options (TV, radio, magazines, newspapers, books and then writing, editing, photography etc)

This is an excerpt from the e-book 'Journalism Careers: Your questions answered' by Sean McManus. These excerpts have been chosen for their relevance to school students. The whole e-book includes advice on picking university courses, vocational training, and how to succeed as a freelancer. It's equally suitable for students planning their future career and mid-life career changers looking to make a move now.

Text 11

GOOD COMMUNICATOR

HILKA KLINKENBERG

Dear Hilka,

I don't have good communication skills. Please tell me how to improve them.

Ramana

Dear Ramana,

GOOD communication is a gift you give others. Communicating effectively requires technical proficiency, but all the technical skills in the world will not help you communicate effectively if you are not interested in other people and in the world around

you, and if you are not prepared to share and participate in a give-and-take. Think about how you would like people to treat you. Do you remember the person's name? Do you greet people in a friendly manner? Do you speak to them with courtesy and respect or are you loud, abusive and critical? Is your overall demeanor pleasing? A good communicator knows that what we communicate non-verbally can be more meaningful than the words we use. Take a look at yourself in a full-length mirror and analyze what you see. Posture, facial expressions, gestures, eye contact and appearance clearly communicate our attitude to others. Are you sending a non-verbal message that supports your words? Or, do you need to stand a little straighter, fidget a little less, smile a bit more? These are simple adjustments you can make immediately.

A great communicator focuses on the person with whom he is speaking. Great communicators like former American President Bill Clinton and Henry Kissinger share a common trait. When they meet someone, they focus so completely on that person for the time they spend together, even if it is only for a few short minutes that they make the other person feel like the most important person in their universe. While your focus may not have quite the same impact as a famous personality, it will definitely enhance the effectiveness of your communication.

A good communicator knows that vocal quality is important in communicating attitude and in enhancing the effectiveness of a vocal message. Grammar and vocabulary alone will not help you if the sound of your voice puts a listener to sleep, assuming they can even hear you. No one wants to listen to someone who mumbles, drones on in a monotone, squeaks or speaks too slowly or too quickly. By working on your diction and the pitch, pacing, and modulation of your voice, you will become a much more interesting speaker. A good communicator is positive and polite. Whining, complaining, blaming and making excuses are detriments to good communication. So are criticism and insults. Work on eliminating the negatives from your conversation and watch what a positive effect that has on your ability to communicate.

A good communicator does not get caught up in his own rhetoric; he focuses on the other person. His conversation is “you focused” rather than “I focused”. I-strain, an indication of both arrogance and insecurity, is one of the taboos of good conversation, as are off-colour or discriminatory jokes, personal relationships and sexual proclivities, health or diets, personal tragedies, cost of anything personal, income, controversial topics (politics, religion), and asking for free advice from professionals.

A good communicator listens as much or more than he talks. Listening is one of the most effective ways to show interest in another person. Effective listening involves more than remaining silent. Nod your head in agreement, make little response noises, use prompters like “interesting” or “tell me more,” or ask pertinent questions to show you are paying attention. Open-ended questions that require more than a yes or no answer encourage the other person to talk. Look at the speaker when you listen rather than letting your eyes wander. Beware, though, of letting your eyes glaze over.

A good communicator participates in a give and take and contributes to the conversation. Read magazines and newspapers, especially the editorial pages, to keep abreast of what is happening in the world. At least 30 per cent of the reading you do should be outside your field of endeavor. Only being able to discuss topics relating to your work will make you a very dull person very quickly, even among your colleagues.

A good communicator develops technical proficiency. Call your local schools and colleges to see if they offer courses in English. A dictionary, a thesaurus or synonym finder, a good grammar book and language tapes are good investments for anyone wishing to develop or maintain language skills. A dictionary is also a good resource for the proper pronunciation of words.

A good communicator practises. Reading aloud quality publications will help you develop a comfort level in saying words and sentences correctly, thereby helping you learn proper grammar. Reading aloud will also help develop your ear for the language. Watching quality movies and television programmes somewhat above the level of grunt and punch action thrillers is another way to develop your ear for a language. A good communicator gets help. Most professional speakers work with speech or presentation skills coaches. While you may not want to resort to a personal coach, there are organizations like Toastmasters International (<http://www.toastmasters.org/>) that can help you develop your oral speaking and presentation skills. Amateur acting groups, too, might benefit you even if you are not interested in becoming an actor. Do not hesitate to join either; you will find people at different levels of proficiency.

A good communicator masters the rules of etiquette and good manners since these are what grease the wheels of effective interpersonal relationships. Learn the proper way to make introductions and to greet people because that gets interactions started in a positive manner. A good communicator sparkles. Let your light shine through when you interact with others. The Roman Publius Syrius said, "Speech is a mirror of the soul. As a man speaks, so is he. Do the work necessary to make sure your communication skills reflect the image you want others to have of you."

Text 12

BEING A JOURNALIST

I've been getting a lot of email from people asking how to become a journalist, so I've compiled this page of frequently asked questions. The answers relate to my own experience in the UK.

How difficult is it to get a job as a journalist?

Journalism consistently features in surveys of what jobs graduates would most like to have. You'll probably need luck and persistence, but you'll need a reasonable dose of those in doing the job too. And you can do a lot to help good luck along. I don't think it's harder than getting a job as a teacher or engineer. If you want to be a big name and front the TV news or hit the broadsheet cover pages, it's going to take more work. But you'll probably have to start at the same place.

What training should I take to be a journalist?

A word of caution here: a lot of people want to be journalists, proofreaders or photographers and there's a small industry in companies that exploit this by selling training that isn't widely respected in the industry. That's not to say it won't help you, just that you might not get value for money and might find that the benefits of the training are oversold to you. Correspondence courses are a particular problem.

If you're choosing a degree, it might make most sense to choose a non-media degree. That gives you a possibility to write about and you can always pick up the media training later. Most major publishers look to graduates to fill their entry-level positions.

There are some excellent courses run by PMA which I've taken and the NCTJ runs courses for training (mainly newspaper) journalists.

There are a lot of companies offering on the job training. The deal here is usually that they exploit you for the work, and you exploit them for the training. Not much money changes hands. As long as they give you a real chance to learn quickly, they're a cheaper way to start than paying for a course. You might need to aggressively pursue opportunities to try new things.

No certificates will help you as much as experience, so start writing as soon as you have an opportunity.

What's the best way to get into journalism?

By doing it. Obviously editors of newsstand bestsellers won't be too chuffed if you waste their time pitching half-prepared ideas to them (and the problem when you're starting out is that you don't know what you don't know), but a lot of special interest publications encourage new writers. If you've got a hobby, you can often write for the publications that serve that hobby to start building up a portfolio. If there's an event or trade show locally, you might be able to cover it for the national or international business or trade press because they can't send anyone else. You can find new magazines using the Writers & Artists Yearbook (in most libraries, and you can buy it from here). The most definitive guide is Brad, which you might have to travel to a business library for.

Once you have a piece published, you're able to work your way up by sending copies of that with article proposals to editors on slightly bigger and/or more prestigious publications until you're where you want to be.

You can also write for local free sheets (which often won't pay, but will give you a printed credit), fanzines and websites. If there isn't an opportunity to write about your pet subject, think of ways to create an opening or ways you can learn to write for a new market.

Two tips on starting out in writing:

Make sure you get the market rate for your work. If it's worth printing, it's worth paying for.

Stretch yourself without promising something you can't deliver. If you don't deliver, someone else is going to have to fill that page at short notice, which won't generate many applications for your fan club.

What about music journalism?

Music journalism is badly paid, so it's probably best seen as one subject you write about as a freelancer rather than the whole basis for a career. As a guide, market-leading music publications pay about half the NUJ rate. Working freelance also gives you the opportunity to choose what to write about. Music journalism offers the best opportunities to start out, because you can start your own fanzine about a band. But it's also one of the most fiercely competitive areas of journalism.

The good thing about music journalism is that you don't need to compete on experience so much: if you can send some articles that fit a magazine's style and are fun to read, you stand a chance of getting in. If you're good, they'll want to take you on. If you're not ready yet, there aren't any training opportunities, it's just a case of trying again. It can be helpful to specialize in a type of music when writing for magazines, although they'll all expect some awareness of the greats.

(I haven't done much reviewing or interviews, doing a lot more music technology writing. This is less competitive than writing reviews for the NME or suchlike, I know).

What can I do to become more employable?

You can already start gathering and demonstrating the skills you'll need as a journalist, however far away you are from applying for jobs. Increasingly journalists need to be multi-skilled. Here are some ideas for what you can easily do now:

- * Learn photography. It's helpful to learn photo composition and timing. Although newspapers are increasingly all-colour, it can be helpful to know how to process and print black and white films if you're going into newspapers. Digital photography is becoming increasingly important, so it's worth learning about that too, although the entry costs are much higher. If you carry a camera around with you wherever you go, you might be surprised at some of the photo opportunities that come up.

- * Learn HTML. It's the language that websites are made of. Many believe that most writing jobs in the future will be online, so it will help to know a bit about text formatting for websites. Set up your own website and use it as an online portfolio. Check the journalism job adverts to keep track of new technologies relevant to your area of interest.

- * Learn a foreign language.

- * Make relevant contacts. If you want to be a music journalist, start talking to bands and their managers. Attend relevant trade shows. Network.

- * Get work experience on the local paper or local radio station. You might be able to do this in cooperation with your school, or failing that might be able to set something up yourself. You can also help out on hospital radio, although this doesn't count for much at major broadcasters.

- * Read books on writing style, especially those published by major news organizations based on their in-house guides. The Guardian Style Guide is now online and is a good example of the sort of things these books cover, and the words that can cause problems with consistency.

- * Read widely. It's a good way to pick up new ideas for stories and also shows a range of writing styles. It's particularly important to read the publications in the niche you want to write for. You can cut the cost by reading a lot of publications online now.

- * Many journalism unions offer free student membership. Consider joining one of them if you're eligible. It can be a good way to keep informed on industry issues.

- * Keep up with media industry news.

Text 13

BEING A RADIO REPORTER

Corinne Podger is a freelance radio reporter, most recently with the BBC. In this interview, she explains her work and offers tips on getting into radio.

What does a radio reporter do?

Radio reporters are similar in many ways to other reporters, insofar as they cover news stories. This means keeping a news diary and building up a network of contacts in your "patch", whether that be your local area, your country, or internationally. For radio

specifically, what one is interested in is good sound, in the same way that television reporters are specifically concerned with good pictures. You are, therefore, looking for sound that illustrates your story, whether this takes the form of recorded interviews, live audio feeds from news conferences, sound effects, and so on. This can bring an otherwise dull radio piece to life. Your job as a radio reporter is partly to make the listener feel as though they are on the scene with you, as events unfold.

The other point to make about radio is that it can be an instantaneous media. You can make a live broadcast from anywhere in the world nowadays, using technology like satellite phones (which give studio-standard quality of sound no matter where you are, as long as there's a satellite you can bounce your signal off). With this in mind, your hourly news reports can be updated in ways that television and newspapers find more difficult. Newspapers have to wait until the next day; television has to wait for more good pictures to come in.

What's the best thing about working as a radio reporter?

The immediacy of the medium is one of the things that many radio reporters find enjoyable. Radio is also built on the principle of speech; you're having a conversation with the listener, and that makes it a very personal medium.

What's the worst or hardest thing about the job?

The worst thing about the job is that you really can't go into a lot of detail about a story. It's not like newspaper journalism, where a reader can re-read a story to make sure they've understood it fully. Radio is heard once, and once only, before it disappears into outer space. So you have to be concise, succinct and leave out a lot of detail that can give a print story depth. For that reason, analysis of current affairs is not easy on radio. Facts and figures have to be spread sparsely through a story, or you will lose the listener's concentration.

One is also held hostage to technology; you may have a great recording on your minidisk, but if you drop it or bump it, you can lose everything. A wayward source of magnetism can wipe a tape clean. A live feed can drop out in the middle of a broadcast. Factors like these can make radio very stressful to work in.

What skills and personality traits do you need to be a successful radio reporter?

You need to develop strong interviewing skills to make it in radio. You need to be able to put a subject at ease, because if they're nervous, you can hear it in their voice. You need to be able to respond quickly with follow-up questions or comments, so that your recorded conversation sounds like a conversation, and not like an interview. You need to keep your questions short.

In terms of technical skills, you need to be comfortable with editing equipment - whether that's digital editing or quarter inch tape, and you need to have an ear for good sound. A well-crafted radio programme can sound wonderful; a badly crafted one, where little thought or skill has gone into creative editing or interviewing, is boring to listen to. You also need strong script-writing skills.

What kind of voice do you need?

You would be surprised at the kinds of voices that make it onto the radio. In these days of encouragement for regional and international accents, the goalposts have shifted quite a way from where they used to be. You need to develop the ability not to say "Um", not to pause, and to speak in short sentences which make sense. That's a skill you can

practice and learn. You need to speak clearly, and you should also practice reading smoothly aloud, so that you don't stumble when you're on air. Above all, you need to sound as though you know what you're talking about. Make a recording of yourself and ask yourself, do I sound authoritative? Nervous? Unsure? Convinced? Pleasant and friendly?

How did you get into the industry?

I started out by volunteering at a student radio station at my university. It's a great way to learn the basics, because you wind up doing everything, from coming up with story ideas to interviewing, editing and studio-producing. I did that for two years, two evenings a week. Then I spent a year working at a public radio station in the USA on a gap year as a volunteer. I moved to Britain eight years ago, and offered freelance packages to the BBC. I did that for a couple of years, before taking time away from radio to work on a newspaper for a year. Then I applied for a job with the BBC World Service and was successful.

How would you advise people to prepare themselves for a career in radio journalism?

Be prepared to do a LOT of unpaid work experience, with a view to building up SKILLS. Don't let yourself be exploited, but try to accumulate as many skills as possible. That way, when you do apply for full-time jobs, you won't be going in at the very bottom and having to compete to climb up the ladder. The better your skills are before you join a news organisation like the BBC, the higher up the ladder you'll go in, and the less low-paid hard slog you'll have to do when you get there. Try to avoid paying for training, by doing "training" as a volunteer.

Text 14

BEING A TELEVISION REPORTER

Philippa Heap is a TV reporter for Anglia TV. In this interview, she reveals how she got into television news and offers tips to others who would like to follow in her footsteps.

What does a television reporter do?

The main role of a TV reporter is to present the news in a digestible format to the viewers. In the morning I am given a story to chase by my news editor. I research the topic and then set up the interviews. I'll then go out with a cameraman to film the material that's needed to compile the report. When that's done, we both come back to the office and I'll write a script. The cameraman will then edit the piece with me for the main Anglia News programme at six o'clock. I may also have to present the report as a part of a live broadcast on location.

What's the best thing about working as a television reporter?

Firstly, no two days are ever the same! One day you could be reporting on a murder trial, the next you could be filming the Queen! Secondly, if you're nosy, then being a TV reporter will suit you. It's interesting to be privy to things before the general public, and then to be the first one to tell them. Lastly, you're on TV!! It's a great buzz.

What's the worst or hardest thing about the job?

For me, the worst thing is having to do “door knocks”. This could be when someone has died in an accident or has been murdered, and the reporter is sent to knock on relatives' doors to get an interview. I think it's the worst part of the job.

What skills and personality traits do you need to be a successful TV reporter?

You have to be fairly thick-skinned and be able to react quickly to breaking stories. If you have a good grounding in journalism, you can't go wrong. It's also important to look smart on screen.

How did you get into the industry?

My first taste of broadcasting was at University. I became involved in the student radio station and decided I liked it so much, I'd try and get a job in the industry. I applied for a postgraduate NCTJ (National Council for the Training of Journalists) course at the London College of Printing. (There are quite a few Colleges and Universities across the country which run similar courses). I was lucky enough to get a place and spent a year in London getting a grounding in broadcast journalism. The course was very much geared to radio journalism, although there was some television tuition. In my holidays I spent a lot of my time working for free for various radio stations, both BBC and commercial. This definitely paid off - BBC Radio Leeds offered me a contract when I finished my postgraduate course. I spent three months there, and then moved to Manchester's Piccadilly Radio. I moved to Meridian Television, based in Newbury, in 2000 as a production journalist. Then I landed a TV reporter's job at Anglia Television in Cambridge, and haven't looked back since!

How would you advise people to prepare themselves for a career in TV journalism?

1. Get an NCTJ qualification - in my experience, many broadcasting companies require it.
2. Get a grounding in radio/newspapers/news agency first.
3. It's very competitive so the more experience under your belt, the better.
4. Be prepared to deal with knock backs, but don't give up.
5. Expect to work long hours - at the drop of a hat you could be whisked off anywhere at any time of day or night!
6. Finally, get a warm coat! It's essential for those hours spent waiting outside various buildings for something to happen!

Picking your exam subjects

I'm 14 years old and I'm picking my exam subjects. What will be useful in my chosen career as a journalist? Should I pick history or geography?

I don't think subject choices at 14 will make a big difference to your career given the constraints put upon choices by schools. A good English result is extremely helpful and often necessary and some humanities subjects (geography, history) help to show that someone can handle abstract ideas and write about them. But there are plenty of jobs in technical magazines and newspapers writing about science and technology and foreign languages are an asset when researching most industries. If schools are the same now as they were when I was choosing (admittedly some time ago), they'll force students to have a mix of science, humanities and languages and will require English and maths.

Unless you have a very clear idea of what you want to write about (and it's better to keep your options open), any set of reasonable results should do fine at this stage and open lots of doors for a variety of journalism jobs further down the line. Most publishers will require you to do a degree or journalism training after school, but they won't mind what your subjects are. You should be able to get a good result at English language, but that doesn't mean you actually have to do it to prove it.

Pick subjects you enjoy or have a natural talent for, keeping in mind that you'll need to study some in much more detail later (possibly to degree level).

Look out for opportunities to get work experience in journalism (this might require some initiative organizing your own work experience during the school's work experience week if the school doesn't have suitable links with local publishers). Experience counts for more than education in journalism usually when there's competition for a job. Applicants often have the same qualifications but will have done different things with their spare time to show a commitment to the job. That's what makes the difference.

This is an excerpt from the e-book 'Journalism Careers: Your questions answered' by Sean McManus. These excerpts have been chosen for their relevance to school students. The whole e-book includes advice on picking university courses, vocational training, and how to succeed as a freelancer. It's equally suitable for students planning their future career and mid-life career changers looking to make a move now.

Text 15

TEN TOP TIPS FOR SUCCESSFUL FREELANCING

Book cover: Journalism Uncovered This article was written by Sean McManus for the latest edition of Journalism Uncovered by Emma Caprez. Journalism Uncovered outlines journalism as a career and includes interviews with journalists working in different sections of the media at varying levels of seniority.

The e-book Journalism Careers - Your questions answered by Sean McManus includes lots more tips on generating article ideas, why editors reject them and how to make sure yours succeed.

1. Contact editors directly – editors won't come and find you, you have to find them. For an immediate response, call them.

2. Pitch ideas, not expertise – editors don't hire writers. They buy articles. Demonstrate your knowledge by pitching fresh, well-targeted story ideas to them.

3. Differentiate yourself – make sure you know why you're the best person to write the story you're pitching.

4. Be business-like - agree fees, copyright and payment terms in advance. Invoice promptly.

5. Meet deadlines – an average article received on time is more useful to editors than a dazzling article that's late.

6. Specialize – develop an area of expertise to write about and build your reputation there.

7. Network at trade shows – find the innovators and thinkers who can tip you off about the next big thing. Meet the magazine editors too.

8. Learn additional skills – study photography so you can sell pictures with your articles. Learn website design so you can sell articles ready for online publication. Learn to sub-edit and proofread so your articles are of higher quality.

9. Read – read your target publications so you can understand their style and then mimic it. Read as widely as possible to inspire new story ideas.

10. Unite – join a journalism union or other support organization to tap into expert advice and support if things go wrong

What does a journalist do?

There are so many different jobs in journalism that it's almost impossible to list them all here. To give you an idea, these are some of the things that a journalist might be involved with:

- * Researching stories. Broadcasting companies often employ people whose job is just to research stories and guests. All writers have to research before they can start writing.

- * Writing news and feature stories. News stories are short and focus on telling you what's just happened – the most important thing first. Feature stories often need a topical 'peg' (or reason) for publication, but they're more in-depth and less rigidly structured. They might be interviews, travel reports, how-to articles or opinion columns.

- * Take photographs. Multiskilling is becoming more and more a part of life in media, so photography is a useful skill for all writers to have. But some people work as photojournalists and use their pictures to tell the story with very few words.

- * Edit stories. Sub editors concentrate on editing other people's work – they correct any grammar mistakes, sometimes write the headlines and make sure the publication has a consistent style. In many places sub editors are an endangered species and journalists are increasingly expected to get it right first time because there's no safety net.

- * Check facts. Legend tells of a time when people were employed just to check the facts in submitted articles. That's rarely seen nowadays.

- * Plan magazines. Editors are responsible for all the content in a magazine. As you move up the publishing hierarchy, you'll do less actual writing and more planning and management of other writers, sub editors and designers.

- * Lay out pages. In smaller publishing companies, journalists might be expected to lay out pages as well as write them. The standard software used is Quark XPress. It's a valuable skill to be able to edit Quark documents.

This is an excerpt from the e-book 'Journalism Careers: Your questions answered' by Sean McManus. These excerpts have been chosen for their relevance to school students. The whole e-book includes advice on picking university courses, vocational training, and how to succeed as a freelancer. It's equally suitable for students planning their future career and mid-life career changers looking to make a move now.

Text 16

THE NCTJ

The National Council for the Training of Journalists delivers the premier journalism training scheme in the UK. We are dedicated to providing a world-class education and training system that develops current and future journalists for the demands of the 21st century.

Evaluation of current training provision NUJ Training's short-course provision has been a successful initiative on the part of the Union, demonstrating the existence of a demand among union members for professional training focusing on new technology-related skills and upskilling relevant to career transition. Demand has come both from working journalists themselves and from a small number of employers who have used NUJ Training to fill gaps in their own training provision.

The opening of the Union's own training facility, the development of new courses and the emergence of e-learning as a significant delivery mechanism, have encouraged NUJ Training to consider the issue of qualifications and accreditation. Expert opinion confirms the Union's own belief that journalists will increasingly need training throughout their careers to cope with a volatile employment situation, changes within the media themselves, and the rapid development of new technologies.

As with many other occupational groups, the career of a journalist today is uncertain and changeable. If training is to help 'smooth the bumps' and enhance the employability of journalists and the sustainability of their careers it must develop a model which can fit it to the increasingly turbulent environment of journalism.

In part, this means building a consensus among journalists and their unions and associations, employers and government agencies around standards for journalism training. As the ILO has pointed out in this regard, 'tripartite cooperation ... is of prime importance to prevent serious skill shortages.' In turn, the prevention of skill shortages in journalism and the media can only be healthy for democracy and an increasingly information-dependent economy.

Accreditation and qualification frameworks in the UK are in some disarray as a result of previous deregulation and, accordingly, the NUJ needs to undertake an intensive programme of research and discussion in order to clarify matters.

NUJ members, consulted through a small preliminary survey, expressed a clear demand for training in IT and internet-related subjects and, in general, we can predict a constant if not growing demand for training within these areas as they increase in technological complexity and journalistic importance. The NUJ cannot, should not and will not offer pre-entry courses in journalism or pre-entry journalism qualifications, but will offer mid-career training which may contribute towards a broader qualification and which, in any case, adheres to agreed standards in regard to curriculum and training methodology. The current market for journalism short-courses outside the NUJ is dominated by the National Council for the Training of Journalists (NCTJ), the Periodicals Training Council (PTC), the Broadcast Journalism Training Council (BJTC) and their 'authorized suppliers'. Most of these courses are not accredited because of the rapidly changing nature of their syllabus. But this does not have to be the case.

Text 17

THE CODE OF CONDUCT SETS OUT THE UNION'S POLICY WITH REGARD TO THE ETHICS AND VALUES OF JOURNALISM

1. A journalist has a duty to maintain the highest professional and ethical standards.
2. A journalist shall at all times defend the principle of the freedom of the press and other media in relation to the collection of information and the expression of

comment and criticism. He/she shall strive to eliminate distortion, news suppression and censorship.

3. A journalist shall strive to ensure that the information he/she disseminates is fair and accurate, avoid the expression of comment and conjecture as established fact and falsification by distortion, selection or misrepresentation.
4. A journalist shall rectify promptly any harmful inaccuracies, ensure that correction and apologies receive due prominence and afford the right of reply to persons criticized when the issue is of sufficient importance.
5. A journalist shall obtain information, photographs and illustrations only by straightforward means. The use of other means can be justified only by overriding considerations of the public interest. The journalist is entitled to exercise a personal conscientious objection to the use of such means.
6. A journalist shall do nothing which entails intrusion into anybody's private life, grief or distress, subject to justification by overriding considerations of the public interest.
7. A journalist shall protect confidential sources of information.
8. A journalist shall not accept bribes nor shall he/she allow other inducements to influence the performance of his/her professional duties.
9. A journalist shall not lend himself/herself to the distortion or suppression of the truth because of advertising or other considerations.
10. A journalist shall mention a person's age, sex, race, colour, creed, illegitimacy, disability, marital status, or sexual orientation only if this information is strictly relevant. A journalist shall neither originate nor process material which encourages discrimination, ridicule, prejudice or hatred on any of the above-mentioned grounds.
11. A journalist shall not interview or photograph children in connection with stories concerning their welfare without the permission of a parent or other adult responsible for their welfare.
12. No journalist shall knowingly cause or allow the publication or broadcast of a photograph that has been manipulated unless that photograph is clearly labelled as such. Manipulation does not include normal dodging, burning, colour balancing, spotting, contrast adjustment, cropping and obvious masking for legal or safety reasons.
13. A journalist shall not take private advantage of information gained in the course of his/her duties before the information is public knowledge.
14. A journalist shall not by way of statement, voice or appearance endorse by advertisement any commercial product or service save for the promotion of his/her own work or of the medium by which he/she is employed.

PART IV

**KEYS TO
PRACTICE BOOKS**

UNIT I

THE DISCIPLINE I MAJOR IN

Task 1

Consult the texts and a dictionary to fill in the missing parts of speech in the chat below.

Noun	Adjective	Verb
determination	Determinative/determinate	To determine/determinate
appreciation	Appreciative	To appreciate
Reward	Rewarding	To reward
exposition	Expositive/expository	To expose
comfort	Comfortable	To comfort
diligence	Diligent	-
Enquiry/inquiry	Enquiring	To enquire/inquire
willingness	Willing	To will
frustration	Frustrating	To frustrate

Task 2

Make up derivatives from the following words, check your variants with the dictionary and translate the words into Russian.

Employed - unemployed, to place – placement , regular - irregular, fear - fearless, corruptible – incorruptible, to quote - misquote, to chief -mischief, pleasant - unpleasant, friendly – unfriendly, biased – unbiased, to regard – to disregard

Task 3

Replace the following word-combinations with the expressions from the texts similar in meanings.

A precise picture - an accurate picture

The journalists' main aim - the journalists' primary objective

To be an educated man - to be an all-round man

To be reliable, devoted, hard-working - to be dependable, dedicated, diligent

Demands for a journalist - requirements for a journalist

To agree to work extra hours – to accept irregular hours

To gain skills – to acquire skills

To win more readers – to gain more readers

Task 4

Fill in the gaps with the appropriate preposition.

1. To be a good journalist you must like people and be interested **in** what they do, you must be able to get on easy and friendly terms **with** men and women **of** all sorts, however they may differ **from** each other or **from** you.

2. You will need to be able to demonstrate an ability to work **under** pressure to meet deadlines
3. One of the editors sums **up** what he considers the minimum requirements **for** a journalist: a thorough education, sound training and discipline; familiarity **with** basic skills of the journalist; a deep respect **for** one's personal and professional integrity.
4. No reporter is going to get far in his career if he is bad **at** spelling.
5. Many people consider journalist interchangeable **with** reporter, a person who gathers information and creates a story
6. Why does the work of a correspondent appeal **to** young men and women in journalism?
7. Newspaper journalism draws **on** all the knowledge and skills you have acquired and can give you a tremendous sense **of** achievement.

Task 5.

Match the words with the definitions.

- | | |
|--------------------------------------|--|
| 1. to look scruffy | d. to look dirty and untidy |
| 2. to be deliberately negated | g. to cause to have no carefully prepared effect |
| 3. a good scholastic record | c. to have good school results |
| 4. a dedicated professional | e. a specialist devoted to his profession |
| 5. an unbiased picture | b. true/ genuine description/reflection of smth |
| 6. to have a great deal of curiosity | f. to have much interest in smth |
| 7. an innate interest | a. inborn interest |

Task 6.

Fill in the gaps with the words from the box.

Dependable, virtues, dedicated, primary, accurate, unbiased, rewarding, a great deal of, dissemination, current, dissemination, edge, interchangeable, pleasant

1. A **dedicated** professional prepared to work long hours for little money.
2. Journalists try to pass on an **accurate, unbiased** picture to their readers.
3. The journalists' **primary** objective is to educate, entertain and inform.
4. It is difficult to imagine more **rewarding** way of life than journalism.
5. A journalist should have a **dependable** personality, be sincere, enthusiastic, be **pleasant**, dedicated, responsible.
6. Ask anyone what it takes to make a journalist and you are likely to get the whole catalogue of human **virtues** in answer.
7. A journalist is a person who practices journalism, the gathering and dissemination of information about **current** events and people.
8. To be a good journalist you must have **a great deal of** curiosity.
9. Many people consider journalist **interchangeable** with reporter.

10. University graduates entering journalism should consider they have perhaps a competitive **edge** on those who have not been to university.

Task 7

Choose the right ending for each sentence.

1. Good spelling is	a. a little about a lot and a lot about a little.
2. Punctuation is supposed	b. various types of editors, visual journalists, such as photographers, graphic artists and page designers.
3 No reporter is going to get very far in his career if	c. glamorous and exciting, but success comes only after much work and routine activity.
4 If the reporter writes straightforward, simple sentences	d. a matter of remembering.
5 Newspaper journalism is often seen as	e. to make reading easier.
6 A journalist must know	f. he will have much less trouble with punctuation.
7 The term journalist includes	g. he is bad at spelling for if he cannot spell he certainly does not know the meaning of the words he cannot spell.

1d, 2e, 3g, 4f, 5c, 6a, 7b

Text 1

WORK OF A FOREIGN CORRESPONDENT

Task 1

Choose the appropriate Russian equivalent for the following words/word-combinations from the text.

1. a strong appeal
a) сильная привлекательность
2. to cover the news
a. освещать
3. a cub-reporter
a) начинающий репортер
4. a nose for news
a) нюх на новости
5. a first-rate general reporter
b) первоклассный репортер, выполняющий общие задания
6. a nodding acquaintance with grammar
b) поверхностное знакомство с грамматикой
7. to write authoritatively
a) писать авторитетно

Task 2

Translate the words and word-combinations (if you need, consult the text above) and make up at least 3 independent sentences involving as many of these words and expressions as possible.

Освещать новости; депеша, корреспонденция; начинающий репортер; давать исчерпывающее разъяснение подоплеки событий; описывать событие как очевидец; воссоздать обстановку; содержательная статья; первоклассный репортер широкого профиля; иностранный корреспондент; чувство новости; остро развитое чувство значимости новости

To cover the news; dispatch, news dispatch; a cub-reporter; to give a complete background service; to provide eye-witness descriptions; to conjure up the atmosphere; an informative article; a first-rate general reporter; a foreign correspondent; a nose for news; a keenly developed sense of news values.

Task 3

Look through the text again and choose the best answers to the following questions.

1. Why does the work of a foreign correspondent appeal to young men and women in journalism?
a) the work of the foreign correspondent is something much wider than the mere reporting of events.
2. Why should a foreign correspondent know foreign languages?
c) because he has to cover the world's news.
3. What does to know a foreign language, in the sense a foreign correspondent must know it, mean?
c) it means to be able to write the language fluently, to be able to take down speeches in shorthand, to follow conversations through the distorting medium of the telephone and the like.

Text 2

WHAT MAKES A GOOD JOURNALIST?

Task 2

Look through the text and find English equivalents for the following Russian phrases.

Быть в классе среди неуспевающих, профессиональная подготовка журналиста, предпочитать короткие слова длинным, сделать поспешный вывод, основанный на недостаточной информации, стать хорошим журналистом, какие качества важнее, чтобы стать хорошим журналистом, уметь писать на простом, ясном, понятном английском языке, проводить большую часть дня, беседуя с людьми, лучшая подготовка для профессии журналиста.

To be at the bottom of the class; qualifications of a journalist; to prefer short words to long ones; to make a hasty ill-informed judgment; to make a good journalist; what qualities are important to make a good journalist; to be able to write fairly clearly in English; to spend most of the day talking with people; the best qualifications for a journalist.

Task 3

Match the meaning with the correct word.

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

Task 6

Arrange the sentences from the text in the right order to make its summary.

1. The best journalists write simple, plain, direct English, generally preferring short words to long ones.
2. The best qualifications for a career in journalism will vary enormously, according to the individual.
3. Even journalists will disagree on the order of importance of the qualities that go to make a good journalist.
4. So if you are not interested in people, journalism is not for you
5. Paramount in the makeup of a journalist is deep and genuine interest in people.
6. Hand in hand with the interest in people should go the qualities of sympathy, open-mindedness; an enquiring mind and humility.
7. 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.

Sentences :

1) 3; 2) 5; 3) 4; 5) 6; 6) 7; 7) 1; 8) 2

GRAMMAR IN USE

Task 1

Supply the blanks with the necessary prepositions.

1. If you hope to work **for** a large publication or production company, your best bet is a solid education.
2. Attending journalism school, also called J-school, is an investment **in** your future.
3. $\frac{3}{4}$ **of** the workers **in** television and radio news say they are “satisfied” or “very satisfied” **with** their jobs.
4. Experience gained **in** TV and radio news is valuable **for** PR and media relations.
5. There are plenty **of** career options (tv, radio, magazines, newspapers, books and then writing, editing, photography etc)in journalism.
6. Since your salary will increase **with** each level **of** education that you complete, it is wise to look **for** employment **with** a mid-sized publisher **after** completing your bachelor’s degree.
7. This combination **of** actively working craft as you advance your education is your best recipe **for** success.

Task 2

Underline the Infinitive and define its form.

1. The journalists’ primary objective is **to educate , entertain, inform.**
2. **To be** a good journalist you must have a great deal of curiosity.
3. She doesn’t seem **to be writing** anything now.
4. This reporter is unhappy **to have failed** his staff.
5. **To oversee** all the operations is the primary purpose of the managing editor.
6. He was very glad **to have employed** foreign reporters for his magazine.
7. New sources of information are **to be found.**
8. He seems **to be reading** something now.
9. **To pass** the exams she reads many books about the practical principles of book editing.

1. Indef. Active
2. Indef. Active
3. Cont. Active
4. Perf. Active
5. Indef. Active
6. Perfect Active
7. Indef. Passive
8. Cont. Active
9. Indef. Active

Task 3

Change the sentences so as to use the Participle.

1. Turning slowly the interviewee went out of the room.
2. When illustrating the periodicals they used many coloured pictures.
3. I picked up the newspaper lying on the floor.
4. The journal bought by my friend was an illustrated one.

5. Having finished the article he gave it to the editor.
6. I listened to the radio broadcasting the latest news.
7. The article written by my friend is read with great interest.
8. Having aroused the interest of a considerable number of readers the advertisement was published in the evening issue.

Task 6

Change the sentences and use Complex Subject.

1. The programme is expected to be a success.
2. This man is said to have occupied the position of a chief editor in “the Times” 15 years ago.
3. That news was heard to spread very fast.
4. The article is believed to have been written by a Foreign Correspondent.
5. The language of the article turned out to be quite easy.

GRAMMAR TEST

Task 1

Fill in the prepositions.

A journalist must be a model of competence himself. People often apply for his advice and help in difficult life situations. His honest position and objective information can help to solve a lot of problems and do much in bringing up the younger generation. To serve the interests of people is the main purpose of any good journalist. It is not so easy as it may seem at first. One should have courage to defend one's point of view and to speak and write the truth about the facts and events going on around. In spite of all difficulties, responsibility and even danger in the work of a journalist I consider this profession to be one of the most romantic and want to connect my life with journalism.

Task 2

Open the brackets using Participles.

1. **Arriving** (обст.врем) at the station, I gave a call to the editor.
2. **Having** (обст.причины) plenty of time before the conference the reporters decided to check the photo equipment.
3. **Knowing** (обст.причины)English well he translated the article without a dictionary.
4. He sat in the armchair **reading** (обст. Образа действия) a newspaper.
5. While **writing** (обст врем.) articles about important events it is necessary to give a detailed description.
6. **Having collected** (обст.врем.)all the material, he was able to write a report on the event.
7. **Being asked** (прич.оборот, Past Participle) if he intended to return soon, he answered that he would be away for about 3 months.
8. A **read** (Past Participle) newspaper was lying on the table.

Task 3

Translate the sentences into English.

1. I like the articles written by this reporter.
2. This is the interview which is being spoken so much about.
3. I would like the article to be published today.
4. I believe the interview will be ready for publishing in a couple of days.
5. When he was given more time, he was able to translate the article.
6. She was sitting in the armchair looking through newspapers.

UNIT II**THE MAJOR DISCIPLINE AND ITS SCOPE
TRAINING AND CAREERS IN JOURNALISM****Task 1**

Fill in the missing parts of speech in the chat below, consult the texts in the Student's Book if necessary.

Noun	Adjective	Verb
qualification	Qualified	To qualify
Trainer/trainee	Training	To train
Graduation/graduate	Gradual	To graduate
Educator/education	Educational	To educate
Supervisor/supervision	supervisory	supervise
vocation	Vocational	-
competition	competitive	To compete
circulation	Circulatory	To circulate
assessment	-	To assess
production	Productive	To produce

Task 3.

Give Russian equivalents for the following words and word-combinations.

Journalism appeals to young people, a nose for news; to make a reputation in the outside world; would-be journalists; a higher standard of school qualifications; to get a job in the first place; to follow a course of training, to lay down a course of training; the chances are very slight; to conduct proficiency tests; to enter the training scheme; to sign apprenticeship form; to be released to attend lectures; an entrant to journalism, accredited courses, experienced journalists, the premier journalism training scheme, to undertake full-time training, to update knowledge, freelance assessors, the necessary level of education and technical efficiency, a national assessment center, to write a clear, vigorous, accurate news story, to broaden skills, preliminary exams

Журнализм привлекает молодых людей; нюх на новости; создавать значимость в мире; будущий журналист; высокий уровень школьной подготовки; прежде всего получить работу; пройти курс подготовки; организовать подготовительный курс; шансы очень незначительны; проводить тесты на профессиональную пригодность; войти в систему подготовки; подписывать договор о курсе практического обучения; отпускать на лекции; начинающий журналист; оплаченные курсы; опытные журналисты; открытие программы по подготовке журналистов; пройти курс с отрывом от производства; совершенствовать знания; эксперты по найму рабочей силы; необходимый уровень образования и технического опыта; национальный оценочный центр; написать понятную, действенную, точную новостную статью; расширять навыки; предварительные экзамены.

Task 5

Match the words with the definitions.

- | | |
|----------------------------------|---|
| 1. an applicant | - a person who applies for a position |
| 2. a local authority | - a person who represents some local organizations |
| 3. a senior journalist | - a person who is higher in rank or authority |
| 4. an educational representative | - a person who is elected or appointed to represent educational organizations |
| 5. a graduate | - one who holds a university degree |
| 6. a trainee | - a person who is undergoing some form training |
| 7. an entrant
a | - a person who enters a profession competitively or in competitive fashion |
| 8. an experienced journalist | - a person who has gained great experience working as a journalist |
| 9. a foreign correspondent | - a person who regularly contributes news or articles to a newspaper from a foreign country |
| 10. an employee | - a person employed for wages |
| 11. a press photographer | - a person who takes pictures for a newspaper, a magazine etc |

Task 6

Group the related words. Translate them into Russian.

1. Undergraduate, gradual, graduate, graduation, grade, postgraduate.
2. Representative, to represent, representation.

3.application, to apply, appliance, applicant, applicable.

4. to enter, entry, entrance, entrant.

5.nominative, nominee

READING

Text 1 TRAINING COURSES

Task 1

Match the words with the definitions.

1	Commitment	A small amount of a product that allows one to find out what it is like	A
2	Sample	Means of entering, way in, entrance	B
3	Access	A responsibility or promise to follow certain course of action	C
4	To tackle	A planned list of things to be done	D
5	To dispatch	A sum of money paid for professional services	E
6	To enable	To include, to make a part of a group or of smth larger	F
7	Refreshment	To take action in order to deal with	G
8	To incorporate	Food or drink served as a light meal	H
9	Fee	To send to a place	I
10	Schedule	Give the power, right to do smth	J

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

Text 2 HOW DO I GET IN?

Task 1

Match the words with their right translation.

1	Degree	Редактор отдела городских новостей	A
2	Liberal-arts college	Признаваться в грехе	B
3	For one thing	Стипендияб грант	C
4	Metropolitan	Относящийся к большому центру	D
5	Scholarship	Вуз гуманитарного профиля	E
6	To be in the big time	С одной стороны	F
7	Desk	Диплом об окончании Вуза	G
8	A green eye-shade	Они сделают правильно	H
9	To admit a sin	Редакционная статья	I
10	City editor	малоформатная газета	J
11	Tabloid	Зеленый козырек для защиты глаз от	K

		солнца	
12	Editorial	(здесь).отдел газеты	L
13	They will have it right	Достичь вершины в профессии	M

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

Task 2

Quickly look through the text again and mark the lettered phrases nearest in meaning to the word or phrase given on the left.

A modest assignment	b) an assignment of no importance
A metropolitan newspaper	d) a big-city newspaper
In a friendly fashion	a) kindly
An old-timer	e) a man who has worked in a place for a long time
He seemed mollified	b) he seemed satisfied
To confess	e) to say frankly
To be reputed	c) to be reported
To be in a big time	e) to be brilliant at smth

Task 3

Mark the statements as True or False according to the text.

1. The Columbia School of Journalism shortened its course from 3 to 2. **(F)**
2. The author of the text is a British journalist who had undergone a one-year full-time course organized by the National Council for the Training of Journalists. **(F)**
3. When the author came to the small-town newspaper he felt very shy and did not know what to do. **(F)**
4. As soon as the youngster came to the editorial office of the newspaper he was given an assignment of paramount importance. **(F)**
5. In the earlier years of the 20th century editors highly appreciated college-graduate applicants and willingly hired them. **(F)**
6. The author of the text graduated from a liberal-arts college and got a scholarship abroad. **(F)**
7. The old-times advised him to apply all his knowledge received at the college to his job in the newspaper. **(F)**
8. All the journalists quoted in the text held the same opinion. **(T)**
9. The city editor of the New York Herald Tribune was greatly pleased to hear that the job-seeking applicant was a college-graduate. **(F)**
10. It was no news for the old-timer that the beginner was a college-graduate because he had met him before. **(F)**
11. The main idea of the text is that the best education for a would-be journalist is one-year part-time study. **(T)**

Text 3

TRAIN AS A JOURNALIST – SOME CAREERS ADVICE

Task 1

Fill in the prepositions.

1. And the NCTJ is second-to-none **in** setting the standards **for** journalism training.
2. Apply directly **to** the editor of a regional or local newspaper **for** employment as a trainee.
3. Trainee reporters and photographers are recruited directly by regional or local newspapers and carry out their basic training **under** the terms of a training contract.
4. However, in recent years it has become rare **for** a trainee to come **into** the industry.
5. Most companies will register you **with** the National Council for the Training of Journalists (NCTJ) and provide you **with** a distance learning foundation course to study.
6. Most colleges will only grant places if the applicants have already been **on** a brief work experience placement **at** a newspaper
7. Before applying **for** a full-time course **in** newspaper journalism it is essential that candidates establish the financial situation.
8. It is aimed **at** people **without** the financial means to attend NCTJ training courses.

Task 2

Fill in the word square to find the missing word.

- 1 The National Council for Training Journalists. (NCTJ)
- 2 profession of writing for newspapers and magazines. (Journalism)
- 3 in a detailed way. (accurate)
- 4 the ability to make firm decisions and act in accordance with them. (determination)
- 5 the act of coming in. (entry)
- 6 special ability to do something well. (skill)
- 7 quality, record of experience that makes a person suitable for a particular job. (qualification)
- 8 one who got a university diploma. (graduate)

Task 3

Mark the statements as True or False using the information from the text.

1. There are two main branches of journalism: newspapers and magazines. (**F**)
2. Those who undergone formal training are brilliant at their job. (**F**)
3. It is not a necessity to start on a small newspaper. (**T**)
4. Each year the industry receives many careers inquiries from graduates. (**F**)
5. The majority of trainees are recruited into the industry after graduation from a University. (**F**)

6. A few local educational authorities may award grants to meet part of the cost. **(T)**
7. Currently, training courses lead to a variety of qualifications. **(T)**

GRAMMAR IN USE

Task 1

Fill in the prepositions.

1. Journalism **in** Russia dates **back to** the first handwriting Russian newspapers.
2. Education gives future journalists the necessary background **for** his profession.
3. **After** the Second World War, some departments **of** journalism were established **at** Universities **on** the basis **of** the Faculties of Philology.
4. The largest center **for** the training **of** journalists is the Faculty of Journalism **at** the Belarusian State University **in** Moscow.
5. The central purpose **of** journalism is to provide citizens **with** accurate and reliable information they need to function **in** a free society.
6. Journalists rely **on** a professional discipline **for** verifying information.
7. There is a serious need **for** top-quality editors.

Task 2

Transform the following Active constructions into Passive ones.

1. An improvement in the situation has been reported.
2. This news might be released as a scoop tomorrow.
3. He will be interviewed at the airport.
4. This tabloid is not read by the Browns.
5. The BBC was founded by Lord Reith.
6. When I entered the studio live broadcasting was being shot.
7. By the time the morning issue is printed the news will have been broken by local TV.
8. The audience was not impressed by his report.

Task 3

Transform the following Passive constructions into Active ones.

1. We have recently received information about our local correspondents.
2. The editor strongly criticized the article.
3. a great variety of morning and evening papers in England may surprise a visitor.
4. Business circles have always used "The Financial Times" for stock exchange data.
5. Have they ever printed this tabloid in your city? - No, but they have printed and circulated it in the capital.
6. The visitors of the exhibition didn't take notice of the photographs of the young correspondent.
7. "The Establishment" has always used "The Times" for announcements of births, marriages and deaths.
8. Elderly men in kiosks sell the papers in our towns.

Task 4.

Open the brackets using the appropriate form of the Gerund.

1. I don't think the article is worth **printing**.
2. The journalist went on **selecting** the information for the paper.
3. This photographer succeeds in **making** portraits.
4. We don't like the way of **covering** the latest news in the periodicals.
5. It is impossible to discuss a book without **reading** it.
6. I must finish this article before **meeting** the editor.
7. **Having been** carefully **read** and **corrected**, the text of the article contained no mistakes.
8. The photographer is not interested in **illustrating** the periodicals.
9. Can you remember **having read** the article before?
10. The reporter is proud of **having spoken** to this outstanding person.
11. The idea of **printing** probably came to Europe from China.

GRAMMAR TEST

Task 1

Fill in the prepositions.

Education comes first. A degree **in** journalism, English or communications is beneficial **for** those wishing to pursue a career **in** journalism. **In** addition **to** helping you gain the necessary knowledge, many universities offer job placement services **to** new graduates and alumni. Some journalists are able to find employment **without** the benefit of a college degree, but most often, those jobs are **at** community newspapers or very small publications. If you are hoping to work **for** a large publication or production company, your best bet is a solid education. Attending journalism school, also called J-school, is an investment **in** your future.

Publishers, especially those **with** worldwide recognition, will respect your commitment **to** getting a solid education. Since your salary will increase **with** each level **of** education that you complete, it is wise to look **for** employment **with** a mid-sized publisher **after** completing your bachelor's degree. **At** that education level, many employers will be able to meet your salary expectations, opening up a nice variety **of** options **for** your first job **in** journalism. As you continue to pursue an advanced degree, you will be making many valuable contacts **through** your work **for** future job opportunities. This combination **of** actively working your craft as you advance your education is your best recipe **for** success.

Task 2

Use the verbs in brackets in the Passive Voice.

1. Foreign correspondents are employed by a media source in one country and stationed in a foreign land.
2. Photojournalists are widely employed by all sources of media, including newspapers, magazines, and television.
3. They comprise what might be described as the theory of journalism.
4. Newspaper and magazine stories in the period from 1897 to 1927 were illustrated with engravings.

5. The departments of Journalism were created at some Universities and special schools and courses were organized.
6. The newspaper training is built around the newspaper in which a journalist is employed.
7. The training is held under the supervision of the editor.

Task 3

Change the parts of the sentences using the Gerund.

1. My friend suggested **that we should take a distance training course.**
2. She could not even think **that a new edition of the magazine might be postponed.**
3. **When the editor in chief entered the room,** he glanced curiously around
4. I am told **that you are very busy.**
5. I remember **that I have read this interview**
6. Thank you **that you helped me.**
7. **Just before I left the room,** I was approached by a cub-reporter who asked me to

GLOSSARY

Word	Definition	Translation
A		
advertise	to draw public attention to goods, services, events, etc.	рекламировать
alignment	arrangement in a straight line; proper coordination or relation of components	выравнивание
aware (be aware)	knowing, realizing, conscious	осознавать, понимать
B		
bias	mental tendency or inclination, esp. irrational preference or prejudice	предубеждение
body, body copy	the main part of a story	главная, основная часть
byline	a journalist's credit	строка, на которой помещается фамилия автора
C		
cameraman	a person who operates a film or television camera	оператор
casual	a freelance journalist (frequently a sub) who works on the premises of a publication for agreed periods of time ('shifts').	журналист, имеющий временную работу
cater for	to provide what is required or desired	отвечать интересам
editorship	a policy or programme of censoring	цензура
chain company	a number of establishments such as hotels, shops, etc. having the same owner or management	сеть (компаний)
circulation	the number of copies in an issue that are distributed; the distribution of newspapers, magazines	тираж
column	a single row of type on a newspaper; A regular feature in a paper	колонка, рубрика
compete	to contend against for profit, an award, etc.	конкурировать
content	all that is contained or dealt with in a piece of writing, etc.; substance	содержание
contribute	to give (support, money, etc.) for a common purpose or fund; To supply (ideas opinions, etc.)	вносить вклад
coverage	the amount and quality of reporting or analysis given to a particular subject or event	обзор

correspondent	a news journalist operating in the field who is a full-time employee or contracted to a publisher or broadcaster (see also 'stringer').	корреспондент
commissioning	the process of getting a freelance contributor or company to produce something - from a single story or photograph to a series of books or a programme strand - for print or broadcast.	получение комиссионного вознаграждения
consumer journalist	a journalist working for a consumer publication or programme.	спецкорреспондент
consumer publications	publications aimed at the general public typically focusing on a particular area of the consumer market.	специальные издания
copy editor	a journalist, typically in the book trade, and sometimes in magazines, who acts as a cross between an editor and a sub.	журналист-посредник
D		
decline	gradual deterioration or loss	спад
dub	to invest with a title, name or nickname	дать прозвище, окрестить
E		
editor	in news and magazines, an editor is a journalist with overall charge of a title; in broadcasting, an editor is the person responsible for a programme strand; in film, an editor cuts and splices film or video to build the finished narrative.	редактор, автор передовице (в газете)
entertain	to provide amusement for (a person, or audience)	развлекать
extensive	having a large extent, degree, area, etc.; widespread	обширный
F		
fact-checker	a journalist who checks the facts and assertions in a story for accuracy. A largely American phenomenon.	журналист, проверяющий факты
feature	a lengthy article providing topical background or non-topical information, frequently interview-based. Also a factual TV or radio programme.	газетная статья

feature-writer	a journalist who writes features.	журналист-писатель
freelance	a self-employed journalist who provides material for a number of publications or media companies.	журналист свободного найма
G		
gossip	a conversation involving malicious chatter or rumours about other people	слух, сплетня
H		
house magazine	periodical produced for an organization as promotional literature or to communicate with staff or customers. May be produced by a specialist company or in house by the organization itself.	собственное издание
house style	typographical, grammatical and lexical conventions established by a particular title or media company.	принятые нормы
I		
impartial	not prejudiced towards or against any particular side; fair, unbiased	непредвзятый
innuendo	an indirect or subtle reference, esp. one made maliciously or indicating criticism or disapproval; insinuation	косвенный намек
investigate	to inquire into (a situation or problem) thoroughly; Examine systematically esp. in order to discover the truth	расследовать
illustrator	someone who provides pictorial items - but not straightforward photographs - for printed stories	иллюстратор
industrial councils -	elected NUJ bodies charged with developing the union's work in different areas of journalism.	индустриальные советы
L		
libel	the publication of defamatory matter in a permanent form, as by a written or printed statement or representation about (a person)	клевета
M		
make-up=layout, page make-up	the process of creating a design for a page which will be turned into a printing plate.	верстка
mark-up	annotations within a story to instruct designers how the story should be presented.	замечания

menu	a list of the various choices available to the user	оглавление
merchandise	commercial goods; commodities	торговое предложение
N		
newsletter	a printed periodical bulletin circulated to members of a group; History. A written or printed account of the news	информационное письмо
newsprint	an inexpensive wood-pulp paper used for newspapers	газетная бумага
news stall	a stand from which newspapers are sold	газетный киоск
news agency news wire (see 'news agency')	an organization which collects news items, usually using its own reporters, photographers and correspondents, and sells them to news outlets.	агентства новостей
NTO	National Training Organization. Currently, there are two NTOs relevant to journalism, the Publishing NTO (which brings together the training activities of the Periodical Publishers Association and the Newspaper Society) and Skill set for broadcasting.	национальная организация по подготовке
NVQ	National Vocational Qualification - a national standard for vocational training allowing practical skills to form the basis of a qualification (called SNVQ in Scotland).	национальная квалификация по проф.подготовке
O		
outlet	a commercial establishment retailing the goods of a particular producer to a wholesaler	источник
outrageous	being or having the nature of an outrage; extravagant or immoderate	удивительный, выдающийся
P		
package	a self-contained broadcast item, often produced as part of a news magazine	приложение
profit	excess of revenues over outlays and expenses in a business enterprise; A gain, benefit or advantage	доход
prominence	the state of being prominent; relative importance	значение

promotion	raising to a higher rank, status, etc.	продвижение, рекламирование
pre-entry, pre-entry qualifications	the stage immediately before becoming a journalist; qualifications essential for anyone about to become a journalist.	предварительная подготовка
PR	public (or press) relations. According to the Institute of Public Relations, 'the planned and sustained effort to establish goodwill and mutual understanding between an organization and its publics.'	ПП
programme.	a single broadcast event.	программа
proof, proof copy, proof reader	a proof or proof copy is a pre-publication printed version of a story or title. A proof reader is a journalist who checks proofs for mistakes	пробная копия/экземпляр, корректор
pure play	a term indicating online enterprises which have no involvement in better established forms or media.	
R		
reporter	a journalist who specializes in writing or presenting news items.	журналист
researcher	a journalist who discovers basic information on behalf of writers or others.	исследователь
S		
search for	to look through (a place, etc.) thoroughly in order to find someone or something	искать
section editor	a journalist responsible for a part of a publication such as foreign news, reviews, fashion or sport.	секционный редактор
shift	a conventional division of the working day determined by the production cycle of a publication.	смена
sms (to text sms)	simple message service; the technology behind text messaging by mobile phone - among other things, a developing medium for journalism.	СМС
snapper	a photographer.	фотограф
snappy	brisk, sharp or chilly; smart and fashionable	броский
staff	a group of people employed by a company, individual etc. for	штат сотрудников

	executive, clerical, sales work, etc.	
subvert	to undermine the moral principles of (a person, etc.)	подрывать (мораль), извращать (принцип)
staffer	a journalist working on staff (as opposed to a freelance).	штатный журналист
Stm	scientific, technical and medical, a category in publishing.	категория в публикации
story	a news item or feature in every phase of its existence.	газетный материал
stringer	a news journalist operating in the field as a freelance correspondent (see also 'correspondent').	журналист внештатник
sub, sub-editor	in print, a journalist who cuts copy to the required length while preserving its meaning, checks spelling, grammar, house style and (less often) factual accuracy, and marks up the copy for designers; in broadcast, a journalist who writes short bulletins or scripts.	помощник редактора
T		
trade papers, trade press, trades	publications aimed at a professional or business readership, as opposed to consumer publication	производственная пресса
typeface	the printing surface of any type character; The style or design of the character on the type	шрифт

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