

Державний вищий навчальний заклад
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Міністерства освіти і науки України

А.В. Волкова, І.І. Мурко

АНГЛІЙСЬКА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ

**Практикум до самостійної роботи
для студентів освітньо-кваліфікаційного рівня «бакалавр»
напряму підготовки «Журналістика»**

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Англійська мова професійного спрямування: практикум до самостійної роботи для студентів освітньо-кваліфікаційного рівня «бакалавр» напряму підготовки «Журналістика» / Укладачі: А.В. Волкова, І.І. Мурко. – Запоріжжя: ЗНУ, 2014. – 67 с.

Практикум містить тексти англійською мовою, об'єднані за тематичним принципом у три розділи. Кожний текст супроводжується лексикою професійного спрямування, вправами для розвитку мовних навичок і мовленнєвих умінь.

Практикум сприятиме формуванню у студентів комунікативної компетенції – вміння отримувати, обробляти і передавати інформацію професійної тематики.

Призначений для студентів освітньо-кваліфікаційного рівня «бакалавр» напряму підготовки «Журналістика» денного та заочного відділень.

Рецензент *Т.А. Третякова, доцент, канд. пед. наук*

Відповідальний за випуск *С.В. Іваненко, доцент, канд. філол. наук*

ВСТУП

Дисципліна «Англійська мова професійного спрямування», яка в системі вищої освіти викладається з орієнтацією на напрям підготовки студентів, має за мету формування іншомовної комунікативної компетенції, що дозволяє використовувати англійську мову як засіб здійснення професійно-міжособистісного спілкування, оволодіння новітньою фаховою інформацією через англомовні джерела.

Значна кількість годин, які відводяться для самостійної роботи студентів у рамках загального обсягу академічного навантаження, вказує на необхідність зміцнення навчально-методичної бази саме цього виду навчальної діяльності, що й лягло в основу створення даного практикуму. Посібник сприятиме розвитку навичок і вдосконаленню вмінь в усіх видах мовленнєвої діяльності, оволодіння якими є необхідним для успішної реалізації іншомовного спілкування.

Практикум складається з двох частин. Перша частина містить три розділи (Units), кожен з яких включає в себе оригінальні тексти, завдання з активації усного і письмового мовлення, тестові і творчі завдання. Друга частина – це матеріали для додаткового читання (Supplementary Reading), метою яких є навчити студентів користуватися (різними видами читання). Складовою частиною практикуму є словник журналістських термінів (Glossary), який містить тлумачення слів англійською мовою, а також їхні еквіваленти в українській мові.

Текстовий матеріал практикуму структурований за ієрархічним принципом у рамках навчального блоку, або розділу (Unit): основний текст плюс набір тематично пов'язаних додаткових текстів, які слугують для а) глибшого розкриття теми основного тексту, б) введення лексичного і граматичного матеріалу, в) відпрацювання мовних умінь, г) завершення активації мовного матеріалу і формування мовленнєвих навичок.

Автентичні тексти практикуму є основою для створення активного і рецептивного вокабуляря, оскільки містять як загальноповсякденну, так і, перш за все, професійно спрямовану лексику журналістської тематики. Закріплення лексичного матеріалу забезпечується серією вправ на словотворення, перифраз, знаходження еквівалентів, вибір, переклад.

Граматичні вправи мають за мету опрацювання основних граматичних явищ, які входять у нормативний курс університетської програми. Завдання, спрямовані на розвиток навичок читання, містять вправи на вилучення базової інформації, її узагальнення і аналіз змісту. Завдання з читання переходять у вправи, націлені на розвиток навичок мовлення у вигляді підтвердження положень, оцінки інформації, висловлювання суджень, повідомлень, переказів, написання есе.

Система контролю засвоєння мовного матеріалу і рівня володіння мовленнєвими навичками представлена у практикумі у вигляді перевірочних вправ (переклад, ідентифікація, тести та інші види контрольних вправ).

UNIT I

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.

Despite this, those who are journalists can imagine few ways of life that are more rewarding, despite the draw backs 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”.

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.

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 vocabulary 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”

Vocabulary

- 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, and 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 4.

***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.

Vocabulary

- 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 down market, 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.

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.

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.

Role-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.

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.

Translation activities

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.

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 istopical interest.
a) of b) on c) for
8. He is looking for a ... on TV.
a) job b) work c) employment

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

Task 3.

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 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

Task 4.

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.....

Task 5.

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.

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.

UNIT II

Training and careers in journalism

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

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 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.

Text 2. The National Council for the Training of Journalists

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.

Note!

The National Council for Training of Journalists (NCTJ) - Національна Рада з підготовки журналістів;

Department of Education and Science – Міністерство освіти і науки;

The Royal Commission on the Press – Королівська комісія зі справ друку.

Vocabulary

- 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* (8) 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* (9).

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.

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 and 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 6.

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

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 Ukraine. 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.

Vocabulary

- 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.

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.

1. Prepare a presentation about the training of journalists in Ukraine:
2. Imagine that you study in Great Britain as an exchange student. Tell your British group-mates how training of journalists is organized in Ukraine.

Task 5.

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

Task 6.

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

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.

Note!

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 Queensland 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.

1. Training for journalism in Great Britain is organized by the

- a) NCTJ
- b) Royal Commission on the Press
- c) 15 Regional Committees

2. The NCTJ was set up in

- a) 1949
- b) 1956
- c) 1951

3. The “in-service” period lasts

- a) 3 years
- b) 6 months
- c) 2 years

4. The training..... run by the Council became compulsory.

- a) schedule
- b) scheme
- c) programme

5. A period when practical journalism is combined with part-time study is..... .

- a) the “in-service” period
- b) the apprenticeship period
- c) the internship period

6. When a young man or a woman joins a newspaper he/she undergoes a six month ...

- d) trial
- e) proportional
- f) internship

Task 3.

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

1. Training for journalism in Great Britain is organized by the Department of Education and Science. ()

2. There is only one way of entering the training schemes in Great Britain: to combine practical journalism with part-time study. ()

3. A six-month trial period is a period when practical journalism is combined with part-time study. ()

4. There are no correspondence studies at the Belarusian State University. ()

5. The training schemes run by the NCTJ are not compulsory for new entrants to journalism. ()

6. The NCTJ’s first training programme was a 6 month one during which trainees were advised several subjects. ()

7. The NCTJ also offers a full range of distance learning courses in newspaper and magazine journalism. ()
8. 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.

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...

UNIT III

The qualities and qualifications of a journalist

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 *cube-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.

Translate the following words/word-combinations from the text.

1. a strong appeal
2. to cover the news
3. a cub-reporter
4. a nose for news
5. a first-rate general reporter
6. a nodding acquaintance with grammar
7. to write authoritatively

Task 2.

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.

Task 3.

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 4.

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?

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.

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-mind	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 3.

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 4.

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 finding 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 5.

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.

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. $\frac{3}{4}$... 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.

Task 2.

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 3.

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 4.

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.

Task 5.

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 6.

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 7.

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.

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.

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 4.

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

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 fresh 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

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.

PART II 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 organizations, 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.

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 freelancers, 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 freelancers 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 and 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 multiskilling 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. Freelances 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 freelances 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 freelances; and around 20% of the journalists operating in the UK are freelances - 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 freelances can command. Some are forced to freelance when their job moves from under them, and some have never been anything other than freelances.

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 is not 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 antidemocratic 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 cannot 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.

GLOSSARY

Word	Definition	Translation
A		
advertise	to draw public attention to goods, services, events, etc.	рекламувати
alignment	arrangement in a straight line; proper coordination or relation of components	вирівнювання
aware (be aware)	knowing, realizing, conscious	усвідомлювати, розуміти
B		
bias	mental tendency or inclination, esp. irrational preference or prejudice	упередженість
body, body copy	the main part of a story	головна, основна частина
byline	a journalist's credit	рядок, у якому розміщується прізвище 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')	журналіст, який має тимчасову роботу
cater for	to provide what is required or desired	відповідати запитам
ensorship	a policy or programme of censoring	цензура
chain company	a number of establishments such as hotels, shops, etc. having the same owner or management	мережа (компаній)

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.	конкурувати
content	all that is contained or dealt with in a piece of writing, etc.; substance	ЗМІСТ; ВМІСТ
contribute	to give (support, money, etc.) for a common purpose or fund; to supply (ideas opinions, etc.)	робити внесок
coverage	the amount and quality of reporting or analysis given to a particular subject or event	огляд; висвітлення
correspondent	a news journalist operating in the field who is a full-time employee or contracted to a publisher or broadcaster (see also 'stringer')	кореспондент
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	отримання комісійної винагороди
consumer journalist	a journalist working for a consumer publication or programme	спеціальний кореспондент
consumer publications	publications aimed at the general public typically focusing on a particular area of the consumer	спеціальні видання

	market	
copy editor	a journalist, typically in the book trade, and sometimes in magazines, who acts as a cross between an editor and a sub	журналіст-посередник
D		
decline	gradual deterioration or loss	спад
dub	to invest with a title, name or nickname	назвати; дати прізвисько, охрестити
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 передовиць (у газеті)
entertain	to provide amusement for (a person, or audience) розважати	
extensive	having a large extent, degree, area, etc.; widespread	просторий, широкий, великий, численний
F		
fact-checker	a journalist who checks the facts and assertions in a story for accuracy (a largely American phenomenon)	журналіст, який перевіряє факти
feature	a lengthy article providing topical background or non-topical information, frequently interview based; also a factual TV or radio programme	газетна стаття (аналітичного характеру)

feature-writer	a journalist who writes features	журналіст-автор статей аналітичного характеру
freelance	a self-employed journalist who provides material for a number of publications or media companies	журналіст вільного найму
G		
gossip	a conversation involving malicious chatter or rumours about other people	слухи, плітки
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	власне видання
house style	typographical, grammatical and lexical conventions established by a particular title or media company	прийняті норми
I		
impartial	not prejudiced towards or against any particular side; fair, unbiased	неупереджений
innuendo	an indirect or subtle reference, esp. one made maliciously or indicating criticism or disapproval; insinuation	непрямий натяк
investigate	to inquire into (a situation or problem) thoroughly; Examine systematically esp. in order to discover the truth	розслідувати
illustrator	someone who provides pictorial items - but not straightforward photographs - for printed	ілюстратор

	stories	
industrial councils	elected NUJ bodies charged with developing the union's work in different areas of journalism	організації, що надають професійні поради у галузі журналістики
L		
libel	the publication of defamatory matter in a permanent form, as by a written or printed statement or representation about (a person)	наклеп
M		
make-up, layout, page make-up	the process of creating a design for a page which will be turned into a printing plate	макет; верстка
mark-up	annotations within a story to instruct designers how the story should be presented	зауваження
menu	a list of the various choices available to the user	зміст; меню
merchandise	commercial goods; commodities	товари
N		
news agency, news wire	an organization which collects news items, usually using its own reporters, photographers and correspondents, and sells them to news outlets	агентство новин, інформаційне агентство
newsletter	a written or printed account of the news; a printed periodical bulletin circulated to members of a group (history)	інформаційний лист
newsprint	an inexpensive wood-pulp paper used for newspapers	газетний папір

news stall	a stand from which newspapers are sold	газетний кіоск
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	національна організація з підготовки (спеціалістів у певній галузі)
NVQ	National Vocational Qualification - a national standard for vocational training allowing practical skills to form the basis of a qualification	національна кваліфікація з професійної підготовки
O		
outlet	a commercial establishment retailing the goods of a particular producer to a wholesaler	торгівельна точка
outrageous	being or having the nature of an outrage; extravagant or immoderate	дивовижний, надзвичайний; скандальний
P		
package	a self-contained broadcast item, often produced as part of a news magazine	додаток
profit	excess of revenues over outlays and expenses in a business enterprise; a gain, benefit or advantage	прибуток
prominence	the state of being prominent; relative importance	значимість; популярність
promotion	raising to a higher rank, status, etc.	просування, рекламування
pre-entry, pre-entry qualifications	the stage immediately before becoming a journalist; qualifications	попередня підготовка

	essential for anyone about to become a journalist	
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.’	ПР
programme	a single broadcast event	програма
proof, proof copy	a prepublication of a printed version of a story or title	пробна копія, пробний екземпляр
proof reader	a journalist who checks proofs for mistakes	коректор
pure play	a term indicating online enterprises which have no involvement in better established forms or media	незалежне інтернет-підприємство
R		
reporter	a journalist who specializes in writing or presenting news items	репортер
researcher	a journalist who discovers basic information on behalf of writers or others	дослідник
S		
search for	to look through (a place, etc.) thoroughly in order to find someone or something	шукати
section editor	a journalist responsible for a part of a publication such as foreign news, reviews, fashion or sport	редактор рубрики
shift	a conventional division of the working day determined by the production cycle of a publication	зміна
sms (to text sms)	short message service; the technology behind text messaging by mobile	СМС

	phone	
snapper	a photographer	фотограф
snappy	brisk, sharp or chilly; smart and fashionable	жвавий, енергійний; модний
staff	a group of people employed by a company , individual etc. for executive, clerical, sales work, etc.	штат працівників
staffer	a journalist working on staff (as opposed to a freelance)	штатний журналіст
subvert	to undermine the moral principles of (a person, etc.)	розбещувати (мораль), спотворювати (принцип)
Stm	scientific, technical and medical (a category in publishing)	«науковий, технічний і медичний» (категорія у видавничій справі)
story	a news item or feature in every phase of its existence	матеріал для публікації
stringer	a news journalist operating in the field as a freelance correspondent	позаштатний кореспондент
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	помічник редактора
T		
trade papers, trade press, trades	publications aimed at a professional or business readership, as opposed to consumer publication	виробнича преса
typeface	the printing surface of any type character; the style or design of the character on the type	шрифт

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Навчальне видання

Волкова Анжела Володимирівна
Мурко Ірина Іванівна

АНГЛІЙСЬКА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ

**Практикум до самостійної роботи
для студентів освітньо-кваліфікаційного рівня «бакалавр»
напряму підготовки «Журналістика»**

Рецензент *Т.А. Третьякова, доцент, канд. пед. наук*
Відповідальний за випуск *С.В. Іваненко, доцент, канд. філол. наук*
Коректор *І.І. Мурко*