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Предназначено для бакалавров Института общественных наук и международных отношений, изучающих английский язык. Материал данного пособия имеет профессионально-ориентированную направленность. Пособие состоит из 4 тематических блоков, которые соответствуют тематике и проблематике содержания образовательной программы по дисциплине «Иностранный язык». Отбор языкового и речевого материала строится на принципе методической целесообразности. Основные коммуникативные умения и навыки формируются на современном информационном и методическом материале с использованием методов и форм обучения и воспитания, стимулирующих и мотивирующих учебную деятельность.

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Unit 1. WORLD JOURNALISM

Lesson A

Lead-in

1. «*Journalism is literature in a hurry*». Matthew Arnold. How do you understand the given quotation? Do you agree with it?

2. Who is involved in the sphere of journalism?

3. Choose words, which are connected with the profession of a journalist: *information, entertainment, periodicals, reporters, interview, camera, paparazzi, facts, communication, connection, news, mass media, etc.*

4. Make a portrait of a journalist: his image, lifestyle, job, personality, etc.

5. Choose the most appropriate definition of “journalism” and give your arguments:

- newspapers and magazines collectively;
- the profession of reporting or photographing or editing news stories for one of the media;
- the production of news reports and editorials through media such as newspapers, magazines, radio, television and the Internet;
- the activity or profession of being a journalist. The aggregating, writing, editing, and presenting of news or news articles for widespread distribution, typically in periodical print publications and broadcast news media, for the purpose of informing the audience;
- process of collection, writing, editing, and publishing news;
- writing intended for publication in a newspaper or magazine, or for broadcast on a radio or television program featuring news, sports, entertainment, or other timely material.
- the discipline of collecting, analyzing, verifying and presenting information regarding current events, trends, issues and people.



Self-Evaluation “Is journalism for you?”

Asking yourself the questions below will help you determine whether journalism is a good career choice for you.

1. Do you regularly read at least one newspaper or consult an online equivalent, such as GlobeandMail.com?
2. Do you regularly watch or listen to television or radio newscasts?
3. Is it important to you to keep up with current events?
4. Are you interested in other people's lives?
5. Are you able to talk to a wide variety of people?
6. Do you work well to deadlines?
7. Are you persistent and willing to dig for information?
8. Have you mastered basic writing skills?

If you answered NO to even one of the above questions, you may want to think again about whether journalism is a good match for your interests and abilities.

Reading

Task 1. Before reading give a short answer to the following questions, then scan the text below and give more details.

1. What is journalism for you?
2. What is good and what is bad in journalism?
3. What are tools in this field (word, freedom of speech, power, talent, etc.)?

No One Owns Journalism

By “journalism” we ought to mean the practice of it, not the profession. Journalism can happen on any platform. It is independent of its many delivery devices. This also means that journalism is not the same thing at all as “the media.” The media, or Big Media, does not own journalism, and cannot dispose of it on a whim. Nor does any professional group own journalism. Although the best journalists around today are professionals, this has not always been the case. During Benjamin Franklin’s time, printers were the people who served as journalists. They were stationed at the right point in the information flow, and they had the means to distribute news. Printers were often postmasters too.



Journalism is a demanding practice. Journalists do not always like to be called professionals. You won’t find social workers, pharmacists, dentists or public school teachers grabbing your lapels to say: *We’re not a profession, buddy. Got that?* But in journalism you get this argument often. Why? Well, it’s part of a larger argument – for freedom in the press. “Journalism is a profession” only makes sense if you officially qualify people as journalists. That’s what a profession does: restrict the practice to the qualified ones. The bid for public trust follows from that initial division between the qualified and the not. “I’m a licensed teacher; trust me with your child.”

So, to argue that professionals don’t own journalism is no disrespect to professionals. It’s simply another way of calling for a free press, of preserving journalism as an open and democratic practice. The truth is that the people who do it for a living, because they are able to do it for a living, set a high standard for excellence, and – despite all kinds of problems – for basic accuracy in reporting.

Meanwhile, the capacity of the major news organizations to find out what’s happening, to package and deliver it to people, dwarfs any alternative capacity out there – including, of course, the weblogs. A weblog becomes something else. In the worst case, it is PR or propaganda. Journalism can be a commercial thing, done for money, or a noncommercial thing, done for love. It may be done as a public service, a way of entering into political debate, or for the simple and practical reasons people have always shared information or “talk.” It can be a purely human and expressive act. It is sometimes done for reasons of power. But what most identifies the practice of journalism is not power. It’s the idea of addressing, freely informing a “public” about events in its world.



This brings us to the possibilities of the weblog, a technology available to journalism, which also makes journalism more “available” to non-journalists. The weblog represents something new and *potentially* important in journalism. Weblogs are currently the most established and effective form of interactive, participatory media today.

Task 2. Discuss the following items:

1. Do you agree with the author of the article?
2. What are the criteria of a qualified article?
3. Have you got a weblog? Would you like to have? What for?
4. Why is journalism criticized?

Vocabulary Practice

Task 1. Combine collocations using the following words and make up sentences with them:

A. to serve	A. flow
B. public	B. events
C. information	C. news
D. possibilities of	D. service
E. to share	E. as journalists
F. to distribute	F. reporting
G. accuracy in	G. weblogs

Task 2. Complete the sentences with the right word:

1. Journalism can on any platform.
a) take b) happen c) use
2. "Journalism is a" only makes sense if you officially qualify people as journalists.
a) trade b) education c) profession
3. Weblog can be a purely human and act.
a) expressive b) talking c) speech
4. Professionals preserve journalism as an open and democratic
a) profession b) practice c) medium
5. It's the idea of, engaging and freely informing a "public" about events in its world.
a) addressing b) taking c) sharing

Speaking

Task 1. Round-table discussion: take turns to express your opinions on the art of writing. Consider the following questions.

1. Is a professional and qualified writing enough to succeed in journalism?
2. How can you learn to write brilliant articles?
3. Does education provide you with necessary witting skills?
4. Except education, what else do you need to write exciting articles?
5. Are such aspects as personal style and charisma critical?

Task 2. Web-surfing:

If you are eyeing for a journalism career just owing to fame or money, you ought to know first if this is actually the profession that would suit you. Surf the web for articles that are written by journalists and find out their personal accounts on the profession. This is one of such articles.

Real journalism world

Although a journalism career opens many entrance ways and opportunities like growing interested in different places and meeting people from every walk of life:



1. There is really no money. If you wish to get rich, then the area of journalism ought to be the least alternative that you should have in mind. Why? Because writing as a profession does not really pay that a good deal ever since. Imagine this, you'll be writing several articles in someday only to discover that you have spent a longer period and money that what the firm pays you for. So, if you are looking forward to great pay when you enter a journalism career, dream on.

2. Less room for promotion. Once you enter journalism, it is advisable to abandon your hopes for any promotion. This is because unlike in other industries where there are so many stages and levels to get to the top, there is actually no room for promotion in a journalism career. Here, you simply have two options being a journalist or a reporter on the field and being an editor who stays in the workplace and sits on a desk editing works and articles.

Since writing does not have age limit, the only room for promotion that one has is if the editor left the position and transferred to an additional company or section or if the editor dies of old age!



3. Your life might be in danger. Journalists especially the impressive ones or those in this line of business constantly have life at risk, as a result, of their job. If you believe that you aren't the sort of person who would be inclined to sacrifice his or her life in as much as truth and to bring people the news no matter what would it cost, it's time to cross out a journalism career

from your options as early as now.

4. Susceptible to humiliation from editors. If you are not the type of person who has high tolerance for criticism in your works, then stop dreaming for a career in journalism.



Lesson B

HOW TO ENTER THE PROFESSION OF A JOURNALIST

*Journalists cover words and delude themselves
into thinking they have committed journalism.*

Hedrick Smith

Lead-in

- ‘Jack of all trades’- how do you understand this expression? Does it describe a journalist? In what way?
- Who is a journalist?
- Why would you like to be a journalist? Justify your choice.
- What does a reporter do every day?
- Are you sure that you are suitable for this profession? Why do you think so?
- What salary do you expect?
- Comment on:

Hard-bitten, rude, hat-wearing, shouting people who unravel crime mysteries and call their editor “Chief”. Do you recognize who are these people? Yes, journalists as they are shown in movies. Give your commentaries on this stereotype.

- Continue the list of qualities of a journalist: curious, enthusiastic, dedicated, responsible, and energetic...



Reading

Task 1. Scan the text and find all adjectives which are used to describe the personality of a journalist.

What You Need to Know About a Journalism Career

A career in journalism seems exciting and glamorous. And in a way, it is. Your job will be definitely not boring because you get to experience new things and meet different people. Some will even have the chance to visit foreign lands and try out different food even while doing your job and getting paid for it. Some lucky ones will even have access to the most exclusive parties and hobnob with celebrities. They are treated like royalty and given freebies and gifts for their effort.

But the same way that it is exciting and glamorous, it is also a harrowing and taxing job. Although they are seen to be partying and talking with people, they are actually setting the foundation for their work, which is broadcast news or a write-up on a newspaper. Even while talking to people, they are already subtly asking questions and forming conclusions in their head. It may seem like subterfuge but hey, that's just how the industry works.

Thus, they may appear like they are enjoying themselves but in truth, their mind and their heart is not really in the partying mood. They are instead working to get a story and get the facts for that story. And that can involve a lot of work. It's not something as simple as asking



questions. Journalists need to verify what they have heard and get a reliable source that they can quote. It would be good if they can get an interview with the person involved in the issue but most of the time, this is not possible so they need to find someone close to that person and get a statement from them. Finding a really reliable source is important if you want to create a credible name in the industry and also to avoid lawsuits and libel cases.

Yes, journalists can be sued for what they have written. This is because what they write shape the public's thought, opinion and perception of things and people. If what they say is not true, it can harm the image of a person, a business or any entity. Thus, it is important they be careful with what they say and write.

Writing is not at all easy either. You don't just write what you want and let the readers fill in the blanks. You need to be able to give them a complete set of information without really making it appear that you are. That is the beauty of journalism, giving them what you think without directly telling them or boring them with all the details.



As much as possible, a journalist must be able to say what they mean in the shortest possible way that is interesting and comprehensible. This is especially true with broadcast news that needs to keep it short. The minutes are after all precious in airtime.

A career in journalism may seem easy and ideal but like everything else in this world, it is not. When you really look at it closely, you will realize that it is as much work as being a secretary or being an office assistant. The only difference is you get to experience different things while doing your job. And maybe this is where the difference and the advantage of this industry lie.

Still, to become a journalist, you need to be focused, skillful, passionate and generally good at your job like with every other jobs there are.

Task 2. Complete the sentences:

- A career in journalism is
- A journalist will, ..., ...
- If a journalist tells a lie, he can
- The advantage of career in journalism is
- To become a journalist you need to be

Task 3. Make up the plan of the text and summarize information.

Task 4. Give examples of first-rate reporters. How have they achieved such results? (by hard work, by experience, by chance, by good reporting, by good training, etc.) Are they ideals for you?

Task 5. Summing-up activity.

What skills do you need to become a successful journalist?

Task 6. Express your opinion (agree\disagree):

Expressing agreement	Expressing disagreement
I agree 100 percent.	I beg to differ.
I couldn't agree more.	I'd say the exact opposite.
That's so true.	That's not always true.
That's for sure.	That's not always the case.
Absolutely.	No, I'm not so sure about that.
That's exactly how I feel.	No way.

- a) Any person can work as a journalist.
- b) A reporter has an opportunity to write what he wants.
- c) Writing is not an easy thing at all.
- d) You may come into journalism from other spheres of our life.
- e) A journalist is responsible for what he writes or says.
- f) The job of a reporter is just to ask questions.
- g) A writer has to work 24 hours a day searching his story, analyzing it, creating a plot, making it exciting, etc.

Vocabulary Practice

Task 1. Match the words with their definitions:

hobnob (дружеская беседа)	very shocking or frightening and making you feel very upset;
celebrity (знаменитость)	An informal meeting with rich and famous people.
harrowing (мучительный)	people's feelings or thoughts about smth\smb, rather than a fact;
public opinion	to send out programmes on television or radio\to tell a lot of people about smth;
to broadcast	A secret, usually dishonest way of behaviour.
subterfuge (отговорка)	A famous well-known person.

SPEAKING

Task 1. Round-table discussion "Are you a cub-reporter?" Prove it.

1. Have you ever asked yourself the following questions:
 - What skills do I need?
 - How do I get into the newspaper industry?
 - What qualifications do I need?
 - What do I have to study?
 - How do I get started?
2. Can you answer them immediately?
3. Put the number of points you would give to each item according to the degree of importance for making a good career in journalism. Explain your choice:
 - ☐ An interest in current affairs at all levels
 - ☐ A lively interest in people, places and events
 - ☐ An ability to write in a style which is easy to understand
 - ☐ Good spelling, grammar and punctuation
 - ☐ An appreciation of the part a local newspaper plays in the community
 - ☐ A willingness to accept irregular hours
 - ☐ An ability to work under pressure to meet deadlines
 - ☐ Determination and persistence

Task 2. Skim the case and answer the questions:

1. Study yourself and answer which opportunity (only one) you personally would like to use in journalism career?
2. What pushes\attracts young people to become journalists?
3. Do all listed above things usually realize in reporters' job?
4. What other perspectives open before a journalist?
5. What privileges/responsibilities does a reporter have in our society?
6. What is negative in journalism career?

Opportunities in a Journalism Profession

Many people endlessly dream for a journalism career simply because of the seemingly infinite opportunities that would be waiting for them. This is also the reason why many people even if they are not cut out for it – continue to pursue this career because they can't seem to let the opportunities it could bring along the way.

If you are one of those who have innate gift and talent for a journalism career, then now is the time to consider pursuing it seriously. Not only because of the opportunities that could open up to you but also the chances to be doing something that you really enjoy.



The perks and the advantages

Who could blame people who are trying their best to launch a journalism career when a list of opportunities awaits them? Here are some of the perks and advantages of being a journalist:

1. The opportunity to influence other people's way of thinking. The biggest privilege that journalists have is the opportunity to be a catalyst of social change. How? Since they are given the opportunity to get their thoughts printed, they have the chance to influence a lot of people who will be reading it. This may sound petty to some but real journalists consider this as a very big opportunity to change the society that is why they are doing everything to be responsible for their writing.

2. Getting a dose of fame. The pen-or computer keyboard these days – is indeed a mighty weapon to be successful. People who given the privilege to hold it and use it are considered lucky because they have the chance to gain popularity for writing stories that could create an impact to the society. Once this impact has been acknowledged by prominent people in government and in the society in general, he or she will get a dose of fame right away.

3. Experiencing things one has never experienced before. A career in journalism opens up a person to different worlds he or she has never experienced before. These may include getting to the most beautiful places for free and meeting people from all walks of life. These may also include getting special treatments from people from different sectors of the society.

4. Experience freedom through writing. People in other fields are restricted to do the things other than their job requires. In journalism, while there are minor restrictions, this doesn't affect the fact that they have better chances of relishing their freedom since they can always write about things without the fear of being questioned in doing so.



Task 3. Role-play

Study the memo “**Interview for a Journalism Career**” and act an interview applying for a job in a publishing house or a broadcasting company (a young reporter – an employer\editor\programme director) taking into account your image, atmosphere, punctuality, etc. Follow all the tips and prepare a draft copy with all possible questions and exemplary answers. Make a few (1–3) questions or answers for each item.

Job guidelines

Once you have finally decided that a journalism career is the career path that you would want to take, and then you should start preparing your credentials and sample works as early as now. This is very important because your credentials will serve as your greatest “backer” in applying for any position in the field of journalism.

By this time, you should also be applying for various media outfits and hope that some of them would respond soon. And when that time comes, there will be nothing left for you but to prepare for the interview. Preparation is a big part of the interview process. This preparation includes getting to know more about the company and the position you are applying for, and preparing yourself to explain how your assets make you the best person for the position. And of course, there is the time it takes to make yourself presentable. Going to the job interview can be a stressful situation for many. The best way to help relieve this stress is to maintain a positive attitude and be prepared. Consider the following tips as you prepare for your interview:

1. Be positive. Go into the interview confident that you have prepared well. This does not mean conveying a “know-it-all” attitude, with a cocky demeanor. Be self-assured and look forward to the occasion as an opportunity for you to demonstrate what you know and how it will meet the employer’s needs.

2. Try to find a way to sell yourself to the interviewer. You can mention a few of your good qualities such as your diligence or even resourcefulness in making articles and mention examples right away. Know what you have to offer – that is, what education/training you have had and what work experiences you have done that makes you the ideal candidate for the position. Be thorough in your self-assessment, think broadly about all you have learned and experienced. You may surprise yourself with what skills you have acquired previously.

3. Know why you want to work for their company. Do your best to obtain information about the company before the interview. Do some research, using their website, scanning through annual reports if they publish one, being familiar with projects they are currently work on. This will help you to couch your answers in the context of what their core business is all about.

4. Show your interest in the company. You can do this by asking if there is training for new reporters and how is the advancement works. If you inquire about these, the interviewee will think that you are interested to learn and you have intentions of staying in the company for a long time.

5. Prepare explanations for your sample works. More often than not, interviewees ask about the sample works of the applicants. For you not to miss this chance, make sure that you choose the best sample works you have and prepare an explanation for these days before the interview take place. Come to the interview with a prepared list of references that can be handed over to the interviewer.

6. Keep your humor. If the interviewer has a good sense of humor, try to ride with it and be a good sport.



Watch a sample of debates <https://youtu.be/aGxOS2RdVBC> and discuss the following questions:

- Study the material and shape your viewpoint on the issue “How to enter the profession of a journalist?”. Support with two reasons and provide examples from your own or your friends’ experience, it can be some statistics as well.

Discuss what is more important for a young person to enter journalism. Is it possible to jump into journalism with only one of the following things? Why?

A person who you can go for advice and counsel is perhaps one of the secret weapons of most successful people. Being a novice in the field, people cannot expect you to make the right decisions early on. Thus, you need people who are already in the field to help you with your career. Mentors also help open doors for you because they already know so many people within the industry.



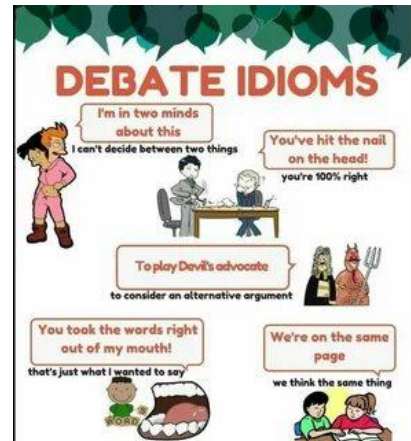
Experience

Even if you are just in school, you can already gain some experience in the world of journalism. You can do this by joining organizations in school that will help you develop your talent in writing, speaking and interviewing. If you want to have a career in print journalism, then go right ahead and apply for a staff position in the college newspaper or journal. You can also join the literature club as well as other organizations that need writers. You can also submit to publications even when you are still studying. The articles that will be published will be added to your portfolio.

If you dream of having a journalism career in broadcast, then the speech club and the debate team is for you. It will help you polish your language and make you think on your feet, which is a must in hosting jobs. You can also directly apply for internships, which are given to students. With this, you can already experience the job first hand while still studying.

Upgrade your language, study idiomatic phrases on debates.

Host debates in groups of 4-5 students.



Task 5. Presentation

Choose a journalist and present his/her story of success or tell about a person who started the career from journalism.

Making a presentation

Most presentations are divided into 3 main parts (+ questions):

1	INTRODUCTION	Questions
2	BODY	
3	CONCLUSION	
	Questions	

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

- say what you are going to say,
- say it,
- then say what you have just said.

In other words, use the three parts of your presentation to reinforce your message. In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was.

We will now consider each of these parts in more detail.

Introduction

The introduction is a very important – perhaps the most important – part of your presentation. This is the first impression that your audience have of you. You should concentrate on getting your introduction right. You should use the introduction to:

- welcome your audience
- introduce your subject
- outline the structure of your presentation
- give instructions about questions

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1. Welcoming your audience	• Good morning, ladies and gentlemen • Good morning, gentlemen • Good afternoon, ladies and gentleman • Good afternoon, everybody
2. Introducing your subject	• I am going to talk today about... • The purpose of my presentation is to introduce our new range of...
3. Outlining your structure	• To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations).
4. Giving instructions about questions	• Do feel free to interrupt me if you have any questions. • I'll try to answer all of your questions after the presentation. • I plan to keep some time for questions after the presentation.

Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- do not hurry
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- look friendly
- keep to your structure
- use your notes
- signpost throughout
- remain polite when dealing with difficult questions

Conclusion

Use the conclusion to:

- Sum up
- (Give recommendations if appropriate)
- Thank your audience
- Invite questions

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1. Summing up	- To conclude, ... - In conclusion, ... - Now, to sum up... - So let me summarize/recap what I've said. - Finally, may I remind you of some of the main points we've considered.
2. Giving recommendations	- In conclusion, my recommendations are... - I therefore suggest/propose/recommend the following strategy.
3. Thanking your audience	- Many thanks for your attention. - May I thank you all for being such an attentive audience.
4. Inviting questions	- Now I'll try to answer any questions you may have. - Can I answer any questions? - Are there any questions? - Do you have any questions? - Are there any final questions?

Questions

Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what questions will be asked so that you can prepare your response in advance. You may wish to accept questions at any time during your presentation, or to keep a time for questions after your presentation. Normally, it's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience.

Video zone

Ten years of research and 500 face-to-face-interviews led Richard St. John to a collection of eight common traits in successful leaders around the world.

Task 1. Watch the video and answer the questions:

<https://ed.ted.com/lessons/richard-st-john-8-traits-of-successful-people#digdeeper>

1. Meeting one person can change your life. Here are some people I've met. Which one asked me the question that changed my life?

- Bill Gates
- Jane Goodall
- A girl on a plane
- A monk on a mountain
- Larry Page



2. When the girl on the plane asked me, "What really leads to success?" she made me think and sparked my curiosity. That curiosity took me on an amazing 10-year journey that changed my life. Wow, curiosity and questions are powerful stuff! What are some questions you are curious about and want to answer? What small steps could you take right now to start answering those questions?

3. What was the question I was asked?

- a) What really leads to success?
- b) What's the meaning of life?
- c) What brings happiness?
- d) Why does my computer crash?
- e) Do leopards see spots in front of their eyes?

4. When I started interviewing people, I was shy, scared, and full of self-doubt. But I pushed through it and did over 500 interviews. I met wonderful people, got inspired, and learned a lot. And what I discovered from the interviews has helped a lot of people. So I'd recommend doing some interviews yourself. You never know where it might take you... Name 5 people you know or admire in your community: a successful teacher, environmentalist, artist, engineer, dentist, police officer, CEO, etc. Pick one person, make contact, and ask for an interview. Most people are flattered you asked, and happy to help. Write down some questions you could ask. I usually start with one question: "What helped you succeed?" and go from there. Do the interview. Take notes or record what they say. It will be fun for both of you and you'll learn a lot. Summarize what helped them succeed and your conclusions.

5. After 500 interviews and a ton of work, I discovered the 8 traits successful people have in common. What are they?

- a) Beautiful Tall Smart Funny Charismatic Radiant Brilliant Gifted
- b) Cool Confident Outgoing Popular Achiever Privileged Intellectual Lucky
- c) Passion Work Focus Push Ideas Improve Serve Persist
- d) Ambitious Talented Bright Happy Rich Educated Strong Driven

6. I found that successful people have 8 traits in common. They're not born with them, they develop them, and it takes time. Where do you stand on the 8 success traits? Go to <http://richardstjohn.com/> to download an 8 Traits Self-Evaluation sheet. For each of the 8 traits, mark an X on the number that reflects where you are now. Circle the number where you would like to be in 6 months. Put the sheet where you can see it as a reminder of how you want to improve.

7. Interviewing people was relatively quick. What was the big job that took me years to do?

- a) Finding my glasses
- b) Updating my Facebook status
- c) Typing with one finger
- d) Analyzing and sorting all the interviews
- e) Correcting all my spellin mistakes

8. What best describes me in high school?

- a) Smart
- b) Most popular

- c) Most likely to succeed
- d) Good looking
- e) Most likely to fail

Task 2. Read some interviews on the web. In addition to interviewing successful people face-to-face and by phone, I read and analyzed thousands of other people's interviews in books, magazines and on the web. Try doing your own quick research on the web.

a) Go on-line and read some interviews with your favorite stars, heroes, or people you admire. Some sources for on-line interviews are listed below.

b) Pretend you're a detective and analyze what they say and look for clues to their success.

c) Note where they mention any factors that helped them succeed. If it's on-line, you can just copy and paste quotes that you like and then organize them.

d) Do you see any patterns where different people say the same things helped them succeed?

e) Summarize your insights and conclusions. Some sources for on-line interviews Academy of Achievement is a great site.

You can watch the interviews, but I prefer to read the print version and then I can copy and paste the parts I want to save.

<http://www.achievement.org/>

Larry King interviews:

<http://transcripts.cnn.com/TRANSCRIPTS/lkl.html>

Here's Chris Anderson interviewing Richard Branson:

https://www.ted.com/talks/lang/en/richard_branson_s_life_at_30_000_feet.html

GLOSSARY

Advantage	experience (n\v)
advertising (n\v)	extensive
affairs	feature (mass media) (n\v)
announcement	to generate
to appear	impact (n\v)
to apply	influence (n\v)
audience	involve
available	issue
awareness	liberty
cellular phone	literacy campaign
to circulate	medium, media(pl.)
circulation	navigation
to communicate	network
contemporary	opportunity
coverage (mass media) (n\v)	origin
credentials	to perform
cub reporter	provider (n\v)
current event	public media
(on) deadline	public relations
to deliver	public service
demanding	purpose
to develop	to reach

device
digital
to disseminate
distributor (n\v)
duplication
to edit
editorial
enormous
to enter
entertainment

to receive
reliable
resource
search (n\v)
search engine
to share
source
to succeed
to support
user (n\v)

Unit 2. SOCIAL MEDIA

Lesson A

Lead-in:

1. Study the quotations and state your viewpoint.



2. Social media can be a journalist's most effective tool, but only if used correctly. In a time when more users are turning to social media to stay up-to-date on what's going on in the world around them, journalists who want to set themselves apart need to analyze their own social media usage in order to reach the widest, most appropriate audience. Mingle activity is for you. Interview each other, when your teacher knocks you should change your partner. Share your results.

1. Do you have a profile on a social media site? Which ones?
2. What kind of information is in your profile?
3. What do you do on social media?
4. Do you check in often?
5. Have you ever accepted a friend request from someone you aren't sure that you know?
6. Do you know all of followers on Instagram etc?
7. What's your favorite thing about social media? Why?
8. What's the worst thing about social media?
9. What do you think can be done to change the negative aspects of social media?
10. What is the worst thing you have ever seen on social media?
11. Why was it so bad?
12. Do you ever stay up late or get up early to spend more time on social media sites?
13. Is your privacy important to you? Why?
14. Is appearance important to you? Why?
15. Have you ever been bullied online?
16. Do you think that what you see on social media is real or fake?

Reading

Task 1. Skim the text on Instagram and complete the gaps.

- named
- that
- launched
- since

- sending
- subject
- lately
- exactly
- active
- for
- photographic
- because of
- application
- only
- can
- come from
- allows
- nowadays
- matters
- authors
- like (x2)
- influential
- controversial

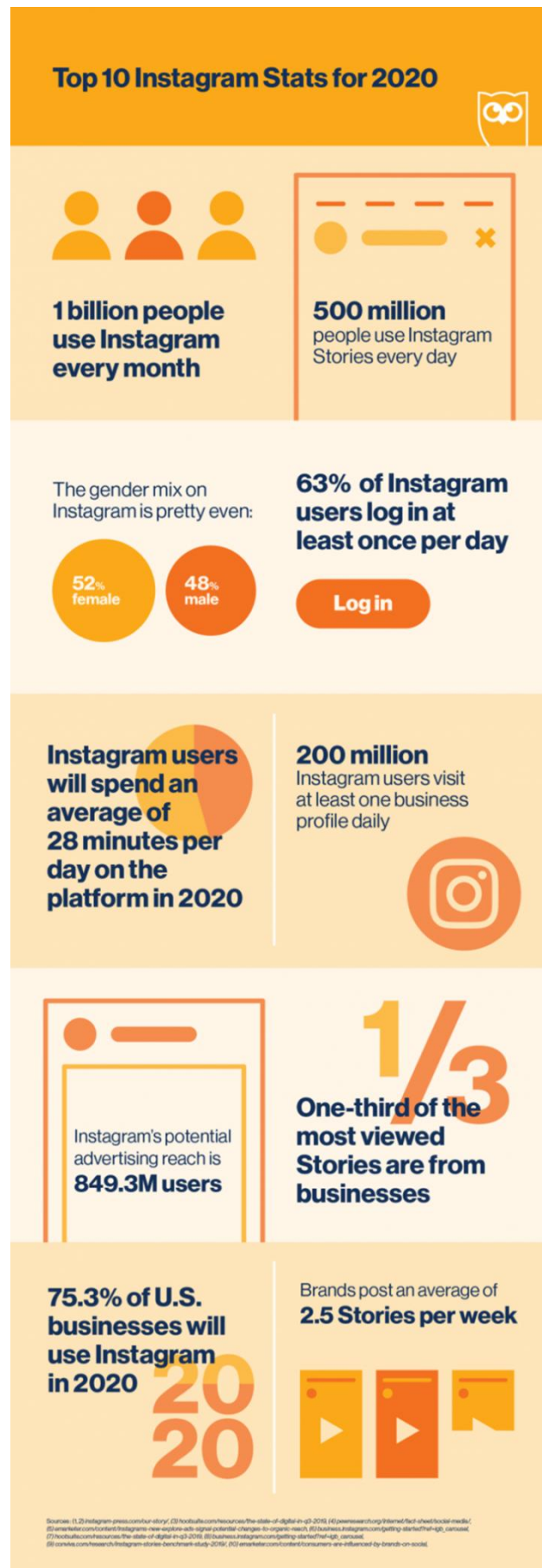
Instagram is a free mobile (1)_____ to upload photos and videos. Its users also can apply (2)_____ effects like filters, _____ frames, _____ and (3)_____, share their photographs on other social networks like Facebook, Tumblr, Flickr and Twitter.

Instagram's (4)_____ are Kevin Systrom and Mike Krieger. They created it in San Francisco and it was launched in App Store in October, 2010. Originally it was an application for iPhones (5)_____ but in 2012 they launched a version for Android and in 2013 for Windows Phone.

Since its version 4.0 you (6)_____ upload one-minute-length videos.

In January 2011, Instagram added hashtags to help its users to find photos that others users shared about the same (7)_____.

On 12th December of the same year, they created Instagram Direct which is a way of (8)_____ direct and private messages with photographs and videos, (9)_____.
(10)_____ Facebook Inbox.



In April 2012, Facebook bought Instagram for approximately US\$1 billion in cash and stock. Many of the app new features (Instagram Stories, for example) (11)_____ the competition that exists between Facebook owner and Snapchat owners.

In August 2016, Instagram (12)_____ Instagram Stories, a feature which (13)_____ users to take photos and add them to their Instagram story for only 24 hours. Instagram Stories it was (14)_____ (15)_____ its similarity to Snapchat.

Since last November you can add live videos to your Instagram Stories (16)_____ disappear at the end of them. (17)_____ April 2017 you can add to your stories stickers and face filters.

In 2010, Instagram had 10 million users. (18)_____ it has over 700 million active users. In Argentina, 31% of the (19)_____ users are from 16 to 24 years old and 33% are from 25 to 34.

The app was (20)_____ “one of the most (21)_____ social networks in the world” but also is criticized on several (22)_____ (23)_____ censorship towards women. In May, 2017 a survey in the United Kingdom concluded that Instagram was bad (24)_____ young mental health.

Task 2. Surf the Net and state your opinion on the potential of social media. What way can a journalist apply it in its major?

Video zone

Henry and Sam are raising money for a good cause, a charity called Annie's Challenge, by walking from their home in the UK to Kathmandu, in Nepal! As they travel they are posting vlogs to tell their supporters about their trip. Here's their very first vlog post.

Task 1. Do the preparation task. Match the vocabulary with the correct definition and write a-h next to the numbers 1–8.



1. a gig	a. a video blog
2. a good cause	b. the capital city of Nepal
3. a send-off	c. an idea or an organization that you support
4. a harbor	d. a large room used for meetings, concerts or other public events
5. Kathmandu	e. a type of lottery competition using tickets
6. a raffle	f. an occasion, like a party, when people say goodbye to someone who is leaving

7. a village hall	g. a small music concert
8. a vlog	h. an area by the sea which is especially made for ships and boats to stay

Task 2. Watch the video and do the exercise on check your understanding: true or false.

<https://learnenglishteens.britishcouncil.org/study-break/video-zone/henry-sam-kathmandu-it>

1. This is Henry and Sam's first vlog. True False
2. They will leave Suffolk on Monday. True False
3. They both had their hair cut because it is hot in the sunshine. True False
4. Seventy people are going to the quiz at the local village hall. True False
5. On Saturday night they are going to The King in Framlingham. True False
6. The Mojo Mechanics, a local band, are playing a gig on Saturday night. True False
7. The money raised will go to 'Annie's Challenge'. True False

Task 3. What do you think about Sam and Henry's trip?

Do you think it's a good way to raise money for charity?

Project

While you are diving into the Internet you may face fake information. Work in groups of four trying to identify fake snippets, match the pictures.

1. Cancer is caused by a deficiency of Vitamin B17.
2. Not only does everyone have a unique finger print, they have unique tongue prints too.
3. A man from Waterbury in Connecticut faces divorce after his wife found out that he was not actually deaf and had been faking it for more than 62 years to avoid having to listen to her.



Lesson B

Blogs

Lead-in:

- What is a blog?
- What types of blogs do you know?
- Do only professionals create blogs?
- What is microblogging?

Reading

Task 1. Scan the text and make up a table with all types of blogs mentioned in the text

BLOGS

A blog (a contraction of the term “web log”) is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. “Blog” can also be used as a verb, meaning to maintain or add content to a blog.



Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (Art blog), photographs (photoblog), videos (Video blogging), music (MP3 blog), and audio (podcasting). Microblogging is another type of blogging, featuring very short posts.

There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

Personal blogs

The personal blog, an ongoing diary or commentary by an individual, is the traditional, most common blog. Personal bloggers usually take pride in their blog posts, even if their blog is never read by anyone but them. Blogs often become more than a way to just communicate; they become a way to reflect on life or works of art. Blogging can have a sentimental quality. Few personal blogs rise to fame and the mainstream, but some personal blogs quickly garner an extensive following. A type of personal blog is referred to as “microblogging”, which is extremely detailed blogging as it seeks to capture a moment in time. Sites, such as Twitter, allow bloggers to share thoughts and feelings instantaneously with friends and family and is much faster than e-mailing or writing.

Corporate and organizational blogs

A blog can be private, as in most cases, or it can be for business purposes. Blogs, either used internally to enhance the communication and culture in a corporation or externally for marketing, branding or public relations purposes are called corporate blogs. Similar blogs for clubs and societies are called club blogs, group blogs, or by similar names; typical use is to inform members and other interested parties of club and member activities.

By genre

Some blogs focus on a particular subject, such as political blogs, travel blogs (also known as travelogs), house blogs, fashion blogs, project blogs, education blogs, niche blogs, classical music blogs, quizzing blogs and legal blogs (often referred to as a blawgs) or dreamlogs. Two common types of genre blogs are art blogs and music blogs. A blog featuring discussions especially about home and family is not uncommonly called a mom blog. While not a legitimate type of blog, one used for the sole purpose of spamming is known as a Splog.

By media type

A blog comprising videos is called a vlog, one comprising links is called a linklog, a site containing a portfolio of sketches is called a sketchblog or one comprising photos is called a photoblog. Blogs with shorter posts and mixed media types are called tumblelogs. Blogs that are written on typewriters and then scanned are called typecast or typecast blogs; see typecasting (blogging).

A rare type of blog hosted on the Gopher Protocol is known as a Phlog.

By device

Blogs can also be defined by which type of device is used to compose it. A blog written by a mobile device like a mobile phone or PDA could be called a moblog. One early blog was Wearable Wireless Webcam, an online shared diary of a person's personal life combining text, video, and pictures transmitted live from a wearable computer and EyeTap device to a web site. This practice of semi-automated blogging with live video together with text was referred to as sousveillance. Such journals have been used as evidence in legal matters.



Blurring with the mass media

Many bloggers, particularly those engaged in participatory journalism, differentiate themselves from the mainstream media, while others are members of that media working through a different channel. Some institutions see blogging as a means of “getting around the filter” and pushing messages directly to the public. Some critics worry that bloggers respect neither copyright nor the role of the mass media in presenting society with credible news. Bloggers and other contributors to user-generated content are behind Time magazine naming their 2006 person of the year as “you”.

Many mainstream journalists, meanwhile, write their own blogs – well over 300, according to CyberJournalist.net’s J-blog list. The first known use of a blog on a news site was in August 1998, when Jonathan Dube of The Charlotte Observer published one chronicling Hurricane Bonnie.

Some bloggers have moved over to other media. The following bloggers (and others) have appeared on radio and television: Duncan Black (known widely by his pseudonym, Atrios), Glenn Reynolds (Instapundit), Markos Moulitsas Zúniga (Daily Kos), Alex Steffen (Worldchanging) and Ana Marie Cox (Wonkette). In counterpoint, Hugh Hewitt exemplifies a mass-media personality who has moved in the other direction, adding to his reach in “old media” by being an influential blogger. Equally many established authors, for example Mitzi Szereto have started using Blogs to not only update fans on their current works but also to expand into new areas of writing.

Blogs have also had an influence on minority languages, bringing together scattered speakers and learners; this is particularly so with blogs in Gaelic languages. Minority language publishing (which may lack economic feasibility) can find its audience through inexpensive blogging.

There are many examples of bloggers who have published books based on their blogs, e.g., Salam Pax, Ellen Simonetti, Jessica Cutler, ScrappleFace. Blog-based books have been given the name blook. A prize for the best blog-based book was initiated in 2005, the Lulu Blooker Prize. However, success has been elusive offline, with many of these books not selling as well as their blogs. Only blogger Tucker Max made the New York Times Bestseller List. The book based on Julie Powell’s blog “The Julie/Julia Project” was made into the film Julie & Julia, apparently the first to do so.

Task 2. Scan the text and say whether these sentences true or false:

1. Entries of a blog are commonly displayed in reverse-chronological order.
2. It’s forbidden for readers to leave comments in blogs.
3. A type of personal blog is referred to as “macroblogging”.
4. There are no classical music blogs.

5. Splog (Spa+blog) is a blog, where you can see information about Spa centers round the world.
6. Some critics worry that bloggers respect neither copyright nor the role of the mass media in presenting society with credible news.
7. There are few examples of bloggers who have published books based on their blogs.

Task 3. Match the blog-related terms with their definitions. You also may use the dictionary.

1. Post
2. Blogger
3. Blogroll
4. Milblog
5. Mommy blog
6. Photoblog
7. Audioblog
- a) A list of blogs on a blog
- b) A blog featuring discussions especially about home and family.
- c) A blog where the posts consist mainly of voice recordings sent by mobile phone,
- d) Term for blogs written by members or veterans of any branch of military service
- e) A blog featuring discussions especially about home and family.
- f) An entry written and published to a blog.
- g) Person who runs a blog.
- h) A blog mostly containing photos, posted constantly and chronologically.

Video Zone

<https://learnenglish.britishcouncil.org/general-english/word-on-the-street/social-media/social-media-scene-1-language-focus>

Task 1. Read the extracts from the video and find seven words connected with the topic of social media. Use the letters in brackets () to help you.

Stephen: How many people visited your blog last month?

Ash: 32. But maybe lots of people were on holiday last month.

Stephen: You have to be funny or really entertaining if you want to have lots of visitors.

_____ (obgl)

_____ (iiorstsv)

2. Ash: She's got a whole channel of videos. Almost 100,000 followers. Wow!

Stephen: Well, let's post a comment and see if she's online.

_____ (acehlmn)

_____ (eflloorsw)

_____ (cemmnot)

3. Stephen: We've just been watching your latest upload. It's really good.

Jess: Thank you.

Ash: You've got loads of subscribers. How many do you have?

_____ (adlopu)

_____ (bbceirrssu)



Task 2. Use the correct words to complete Ash's sentences with the present continuous.

're / 'm / putting / 'm / making / 're / talking /
're / trying / doing / 'm / making

1. I _____ a short video for my fashion blog.
2. We _____ about colourful designs ...
3. Stephen! You _____ really _____ me off!
4. I _____ to make an interesting video and you keep talking to me.
5. I can't believe they _____ that. That's amazing.
6. I _____ my own blog and I wanted to start adding video.

Task 3. Put the words in the correct order to make sentences with 'keep -ing'.

1. to work / I'm / to me. / trying / and / keep / you / talking

2. I / know / keep / his name. / but / his face / I / forgetting

3. but / need / to print / I / this document / my computer / crashing. / keeps

4. They / close / because / the business / had to / kept / losing / it / money.

5. the phone / We / ringing. / to watch / wanted / TV / but / kept

6. He / won't / lose / if / sweets. / weight / he / keeps / eating

Task 4. Complete the correct words.

1. He won't lose weight if he _____ sweets.
2. I know his face but I _____ his name.
3. I need to print this document but my computer _____.
4. I'm trying to work and you _____ to me.
5. They had to close the business because it _____ money.
6. We wanted to watch TV but the phone _____.

Writing

Look at the blog and do the exercises to improve your writing skills.
<https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/blog-x-games>.

GLOSSARY

Bio	milblog
blog	boomerang
personal blogs	caption
corporate and organizational blogs	double tap
blogs by genre	follower
blogs by media type	IGers
blogs by device	gig
post	hashtag
blogger	profile picture
blogroll	raffle
audioblog	subscriber
mommy blog	tagging
photoblog	vlog

Unit 3. WHAT'S NEWS?

Lesson A

Lead-in:

- What is news? Can you give your own definition of this word?
- New technologies have made it possible for anyone with a computer to disseminate information as widely as the largest news organizations. What is the role of the journalist?
- Is it a great challenge for journalists to report significant points in a way that is fair and present a complete picture to the audience?
- Read and translate the following quotations. Express your point of view (agree/disagree).
 - 1) "News is history shot on the wing". Gene Fowler
 - 2) "In the real world, the right thing never happens in the right place and the right time. It is the job of journalists and historians to make it appear that it has". Mark Twain
 - 3) "When a dog bites a man that is not news, but when a man bites a dog that is news". Charles Anderson Dana
 - 4) "Journalism is organized gossip". Edward Egglestone



Reading

Task 1. Read the text in detail. Try to understand news values.

WHAT'S NEWS?

The answer to the question "What is news?" may seem **obvious**. News is what is new; it's what's happening. Look it up in the dictionary, and you'll find news described as "a report of recent events or previously unknown information." But most of the things that happen in the world every day don't find their way into the newspaper or onto the air in a **newscast**.

So what makes a story newsworthy enough to be published or broadcast? The real answer depends on a variety of factors. Generally speaking, news is information that is of broad interest to the intended audience, so what big news in Buenos Aires is may not be news at all in Baku. Journalists decide what news to cover based on many of the following "news values".

Timeliness

Did something happen recently or did we just learn about it? If so, that could make it newsworthy. The meaning of "recently" varies depending on the medium, of course. For a weekly news magazine, anything that happened since the previous edition the week before may be considered timely. For a 24-hour cable news channel, the timeliest news may be **breaking news** or something that is happening this very minute and can be covered by a reporter live at the scene.

Impact

Are many people affected or just a few? **Contamination** in the water system that serves your town's 20,000 people has **impact** because it affects your audience directly. A report that 10 children were killed from drinking polluted water at a summer camp in a distant city has



impact too, because the audience is likely to have a strong emotional response to the story. The fact that a worker cut a utility line is not big news, unless it happens to cause a **blackout** across the city that lasts for several hours.

Proximity

Did something happen close to home, or did it involve people from here? A plane crash in Chad will make headlines in N'Djamena, but it's unlikely to be front-page news in Chile unless the plane was carrying Chilean passengers.

Controversy

Are people in disagreement about this? It's human nature to be interested in stories that involve conflict, **tension**, or public debate. People like to take sides, and see whose position will prevail. Conflict doesn't always entail pitting one person's views against another. Stories about doctors battling disease or citizens opposing an unjust law also involve conflict.

Prominence

Is a well-known person involved? Ordinary activities or mishaps can become news if they involve a prominent person like a prime minister or a film star. That plane crash in Chad would make headlines around the world if one of the passengers were a famous rock musician.

Currency

Are people here talking about this? A government meeting about bus safety might not draw much attention, unless it happens to be scheduled soon after a terrible bus accident. An incident at a football match may be in the news for several days because it's the main topic of conversation in town.

Oddity

Is what happened unusual? As the saying goes, "If a dog bites a man, that is not news. But if a man bites a dog, it's news!" The extraordinary and the unexpected appeal to our natural human curiosity.

News organizations see their work as a public service, so news is made up of information that people need to know in order to go about their daily lives and to be productive citizens in a democracy. But most news organizations also are businesses that have to make a profit to survive, so the news also includes items that will draw an audience: stories people may want to know about just because they're interesting. Those two characteristics need not be in conflict. Some of the best stories on any given day, in fact, are both important and interesting. But it's fairly common for news organizations to divide stories into two basic categories: **hard news** and soft news, also called **features**.

Notes

To be onto the air – быть в эфире

Broadcast – радиовещание

To be of broad interest – интересовать широкий круг читателей

Value – важность, ценность, полезность

Medium – средство массовой информации

Affect – волновать, трогать, задевать, затрагивать, оказывать влияние

A utility line – линия электропередач

To entail pitting – противопоставлять, сталкивать

An unjust law – несправедливый закон

Mishap – несчастье, неудача; несчастный случай



Task 2. Explain the words in bold.

Task 3. Match the words. Then make sentences.**A**

Prominent
Soft
Bus
Productive
Emotional
Recent
Newsworthy
Intended
Polluted
Public

B

water
response
person
event
accident
citizens
story
debate
news
audience

Task 4. Complete the spider grams.

NEWS	
Enumerate synonyms	<i>For instance: data</i>
Enumerate antonyms	<i>For instance: conjecture</i>
State idiomatic expressions with the word news, use them to make sentences of your own	<i>For instance: no news (is) good news – отсутствие вестей – (само по себе) неплохая весть</i>

Task 5. Study the table. Think of as many examples as you can to make collocations to complete it.

to flash the news	сообщать тяжелые новости
to cover the news	передавать новости, освещать события
to announce the news	передавать новости
to suppress the news	скрывать новости
to distort the news	искажать факты
to censor the news	подвергать новости цензуре
to turn on news	включить последние известия

Task 6. Say if the sentences are true or false. Correct false statements.

- 1) News is a report of recent events.
- 2) Journalists decide what news to cover based on their own interest.
- 3) News does not have impact unless it affects your audience directly.
- 4) It's human nature not to be interested in stories that involve conflict, tension, or public debate.
- 5) The presence of celebrity can't make news prominent.
- 6) The uncommon and the unexpected appeal to our natural human curiosity.
- 7) Most news organizations do not care of their profit, as money can be seen as a by-product.

Task 7. Make up the plan of the text and summarize information.**Writing**

Task 1. Certain values that make a story newsworthy are stated in the text, such as proximity, oddity, prominence and etc. Surf the Internet to find some reports in order to prove this idea, justify your answer.

Example: Let us examine the case where two factors: impact and proximity, can be taken into account.

MOSCOW, May 23. /TASS/. Russia's COVID-19 case tally rose by 4,158 over the past day to 18,297,608, the anti-coronavirus crisis center reported on Monday. In relative terms, the growth rate reached 0.03%.

As many as 775 people were hospitalized with COVID-19 in Russia over the past day, almost one quarter less than a day earlier. The number of hospitalized patients decreased in 50 regions, while in 20 regions the figure increased. The situation remained unchanged in 15 regions. A day earlier, 1,054 patients were rushed to hospitals.

The crisis center reported that less than 1,000 patients were hospitalized over the day for the first time since the publication of the corresponding statistics, which has been released daily since January 2022.

Moscow's COVID-19 cases surged by 229 over the past day versus 278 cases a day earlier, reaching 2,768,405, according to the anti-coronavirus crisis center. St. Petersburg's COVID-19 cases increased by 307 over the past day versus 318 a day earlier, reaching 1,527,229.



Lesson B

Lead-in

- What are the key features of hard news?
- Are there any separate sections for soft news?
- Can stories blend these two approaches?



Reading

Task 1. Scan the text and find out if your answers are correct.

TYPES OF NEWS

Hard news is essentially the news of the day. It's what you see on the front page of the newspaper or the top of the Web page, and what you hear at the start of a broadcast news report. For example, war, politics, business, and crime are frequent hard news topics. A strike announced today by the city's bus drivers that leaves thousands of commuters unable to get to work is hard news. It's timely, controversial, and has a wide impact close to home. The community needs the information right away, because it affects people's daily lives.

By contrast, a story about a world-famous athlete who grew up in an orphanage would fit the definition of soft news. It's a human-interest story involving a prominent person and it's an unusual story that people likely would discuss with their friends. But there's no compelling reason why it has to be published or broadcast on any particular day. By definition, that makes it a feature story. Many newspapers and online-news sites have separate feature sections for stories about



lifestyles, home and family, the arts, and entertainment. Larger newspapers even may have weekly sections for specific kinds of features on food, health, education, and so forth.

Topic isn't the only thing that separates hard news from features. In most cases, hard news and soft news are written differently. Hard news stories generally are written so that the audience gets the most important information as quickly as possible. Feature writers often begin with an anecdote or example designed primarily to draw the audience's interest, so the story may take longer to get to the central point.

Some stories blend these two approaches. Stories that are not time-sensitive but that focus on significant issues are often called "news features." A story about one community's struggle to deal with AIDS, for example, is a news feature. A story about a new treatment option for AIDS patients would be hard news. News features are an effective way to explore trends or complex social problems by telling individual human stories about how people experience them.

Task 2. Find the corresponding English equivalents to the following words and word combinations in the text.

Забастовка, первая полоса, сиротский приют, метод лечения, обычные темы, анализировать комплекс проблем социального характера, синдром приобретенного иммунодефицита, заинтересовать аудиторию, напротив, неопровержимые доводы.

Task 3. Choose the correct item, and then explain what idioms mean.

1. Practically all celebrities will do anything to be in the public interest/eye/focus.
2. She is an extremely extravagant person so she tends to be in the centre of light/sight/attention.
3. His scandalous story will hit the headlines/paper/everybody.
4. Our first view /look/impression of the feature was wrong, as we were not able to keep up with the latest fashions.
5. Most people read quality press so they choose brand/famous/first names.

Speaking

Task 1. Study the following extracts. Analyze the types, structure and syntax of these articles. Determine the purpose of each piece.

1. Wildfire damage hit a 10 year high this season. More than 6 million acres of U.S. forests have gone up in smoke so far this year. That's nearly double the area that burns in an average year, according to the National Interagency Fire Center. Emergency resources have been pushed to the limit as firefighters have worked to combat serious blazes throughout the country. "We've been pretty busy this fire season," fire information officer Russ Rivera told WR News.



2. PHOENIX . There is no sauna, no heated pool, no chauffeur or sommelier. In fact, no alcohol is allowed on the premises, and guests share a bathroom with their next-door neighbor. But for \$250 a night in a city where Super Bowl rentals are topping out at \$250,000 a week for a mansion in Scottsdale, the sisters at Our Lady of Guadalupe Monastery figure they have an offer that cannot be beaten.

"A Super Bowl doesn't happen in a city very often," said Sister Linda Campbell, the prioress of the monastery where rooms usually go for \$105 a night. "Then we heard of all the folks that were renting out homes and we thought, wow, that would be something that would be beneficial to the monastery and help us to help others."

Task 2. Round-table discussion

1. Which style of journalistic writing do you like best and why? If you were a journalist, which style do you think you would write best in?
2. Why do you think the same news story is often reported on in various different styles and from different points-of-view?
3. Which journalistic style do you think is the most creative? Which is the most difficult to write?
4. What are the challenges of reporting a “late-breaking” news story, such as a fatal accident?

Task3. Teamwork project

Form working groups of three students. Each group must find a sample of hard news and fill in a chart, answering questions such as:

- What is this story about?
- Where did it happen?
- When did it happen?
- How did it happen and under what circumstances?
- Who was involved? Who was affected?
- What is the most natural or likely connection to your community, if applicable?

2. Brainstorm ideas for a feature article related to the hard news story they chose. This article must connect with the community in some way. You should answer the question “What threads can be pulled from this story to form a connection to your community? Consider ethnic or religious groups, local industries or professionals, education issues, environmental concerns, events.”

3. Work individually to flesh out plans for investigating your features, using the following guidelines. Make drafts of your stories.

Define the angle:

- What is newsworthy about this angle?
- How will this perspective have an impact on the reader?
- What might attract the reader’s attention? What is unusual about this angle?

4. Brainstorm a list of details and then circle those that seem most intriguing. Create a final feature story.

Writing

Task 1. Look at the picture. Decide what types of news you will cover and make a news story. Take into consideration that the shortage of space in a paper means that the language must be clear and to the point.



Lesson C

THE NATURE OF NEWS

Lead-in

- Is it an easy task to cover news in a lucid fashion?
- Why is the emphasis on short sentences and on writing tight in general?
- Have you got any information on a good rule of thumb?

A good rule of thumb is to have just one main idea per sentence.

Examine these two sentences; choose one which is to the point. What sentence is more powerful?

- 1) The president signed the treaty.
 - 2) The president, who was suffering from a cold, which he caught last week in Norway, signed the treaty, which he had originally opposed, because he said the changes that had been made were sound.
- Formulate, at least, three key points of good news writing.
 - Read and translate the following quotations. Express your standpoint (agree or disagree).

“Journalism is the *ability* to meet the *challenge* of filling space”. Rebecca West

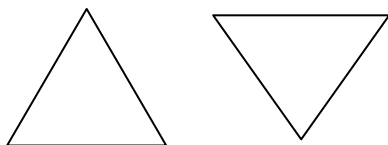
“*The difference between the right word and almost the right word is the difference between lightning and the lightning bug*”. Mark Twain



Reading

Task 1. Before reading work in groups of two and speculate on possible answers.

1. The inverted pyramid is the model for news writing. Analyze two figures, where would you place heavier information at the top or at the bottom? Justify your answer.



2. Learning to write is like learning to cook – except that, instead of a recipe book, we use the inverted triangle. Scrutinize this upside-down pyramid structure and explain the sequential order.

***The introduction (or intro) at the widest part of the triangle
will contain the Who and the What of the story, plus
perhaps the When?***

***The next few paragraphs (or pars) will build on the
intro, explaining more of What happened,
How, Where and Why?***

***Background will be included
to add interest and to put
the story in context.***

***Finally, loose ends
will be tied up***

3. Rudyard Kipling wrote the following and it is worth remembering. Try to compose your own verse.

***I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.***

4. Presume the origin of the inverted pyramid. When and how was it found?

5. Scan the paragraph to see if your guesses are correct.

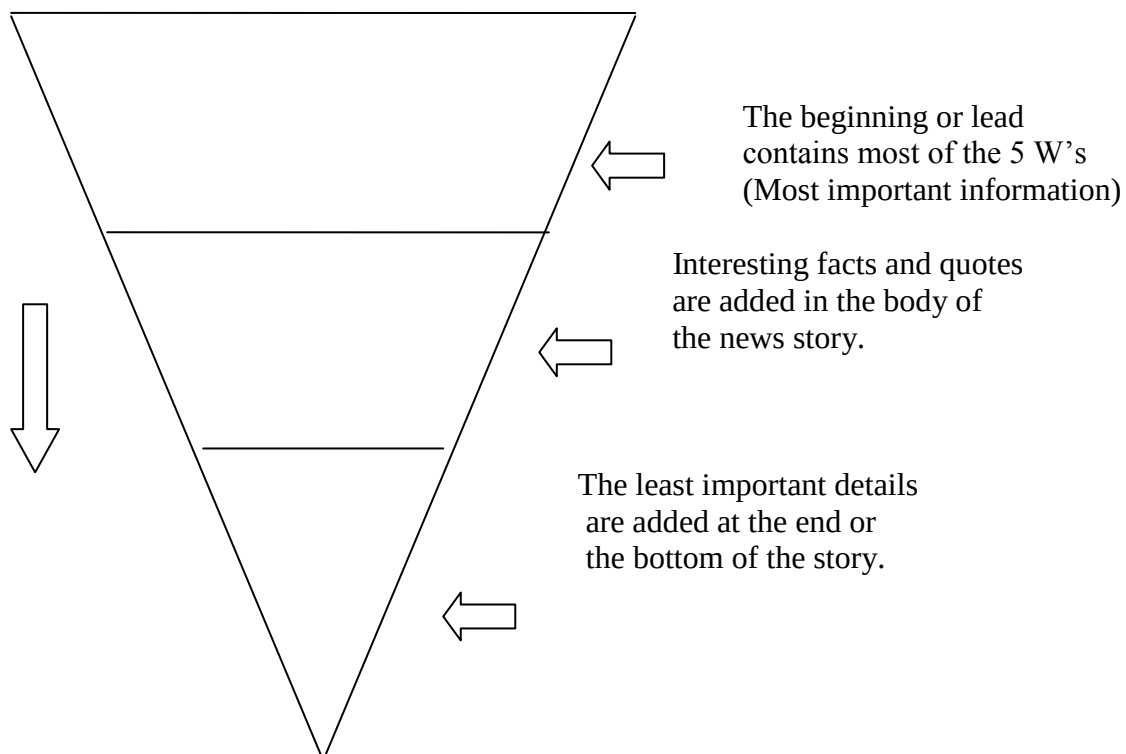
The inverted pyramid format was developed during the Civil War. Newspaper correspondents covering that war's great battles relied on telegraph machines to transmit their stories back to their newspapers' offices. But often saboteurs would cut the telegraph lines, so reporters learned to transmit the most important information – Gen. Lee defeated at Gettysburg, for instance – at the very start of the transmission to make sure it got through successfully. The news writing format developed then has served reporters well ever since.

Task 2. You are going to read the texts about a few basic rules for structuring any news story. The format is easy to pick up and you may follow it in your practice. Read the text in detail.

THE INVERTED PYRAMID

News stories are usually written using the inverted pyramid style of writing. In this style, the most important information is found in the beginning or lead of the story. This includes most of the 5 W's (Who, What, Where, When, Why). Information such as **supporting details** and **quotes** are added in order of importance with the least important information being added at the end.

This shape is useful when reporting important or breaking news, when timeliness is of the essence. If you are the first to report a significant development, you'll want to tell the audience what has happened right at the top of your story. A report on **a massive storm**, for example, likely would begin with **the death toll** and the location of the heaviest damage. Writers who resist using this structure when it is called for may be accused of "burying the lead," making it more difficult for the audience to determine the story's importance.



In the inverted-pyramid structure, information following the lead expands or develops the point that is made in the lead. In the case of the storm report, the writer might describe the

scene of the worst **devastation**, and then include a quote from **a survivor** or **an emergency worker**. Supporting paragraphs would elaborate on the topic, filling in details and providing background on the storm. In a longer story, a reporter might include **secondary information** that is related to the primary theme but not directly. The storm story, for example, could include information about international relief efforts, and the needs of survivors, both immediate and long term. One reason for the popularity of this structure is that editors can **cut from the bottom** to save space and time without worrying about cutting vital information.

Task 3. Explain the following word combinations:

- burying the lead;
- writers who resist using this structure:
- to elaborate on the topic
- To be of the essence;
- international relief efforts;
- vital information.

Task 4. Translate the words in bold. Make up sentences with them.

Task 5. Define if the statements are true (T) or false (F).

1. Information such as supporting details and quotes are added in order of importance with the most important information being added at the end.
2. This shape is useful when reporting important or breaking news, when timeliness is of the essence.
3. Writers who do not use the inverted pyramid make it more difficult for the audience to determine the story's importance.
4. Supporting paragraphs would elaborate on the topic, filling in details and providing background information.
5. One drawback of this structure is that editors can't cut from the bottom.

Grammar Activity

Task 1. Expert-project grammar activity.

Work in groups of four and study the following material on countable and uncountable nouns. You have five minutes to become 'experts' on this grammar. Prepare a mini presentation of this grammar point and a couple of examples to test it. Then peer-teach your material. Choose the most creative group.

Singular or plural?

Some nouns have only a plural form (with s) and take a plural verb. *The clothes were in the dryer, NOT The clothe was ...*

The goods have been sent to you direct from our factory, NOT The good has ... My belongings are all packed up in suitcases.

These are nouns that can be used only in plural: arms (weapons), belongings (the things you own), clothes, congratulations, contents (what is inside something), customs (bringing things into a country), earnings (money you earn), goods (products, things for sale), outskirts (the outer part of a town), remains (what is left), surroundings (the environment, the things around you), thanks, troops (soldiers)

Some nouns have both a singular and a plural form with a difference in meaning.

The storm did a lot of damage to buildings.

The newspaper had to pay £2 million in damages after printing untrue stories about a politician.

Some nouns have a plural form (with s) but take a singular verb. These are nouns taking a singular verb: news, linguistics, economics, mathematics/maths, physics, politics and statistics, athletics and gymnastics, billiards and darts, measles.

The news was worse than I had expected.

Some nouns ending in s have the same singular and plural form, for example: crossroads, means, series (e.g. a series of TV documentaries), species (kind, type).

This means of transport saves energy. Both means of transport save energy.

This species of insect is quite rare. All these species of insect are quite rare.

Works (a factory) and headquarters (a main office) take either a singular or a plural verb.

The steel works has/have closed down.

Task 2. Choose the correct verb form.

- 1) These clothes is/are out of fashion.
- 2) Linguistics is/are Emma's favorite subject.
- 3) The troops was/were involved in a training exercise.
- 4) The contents of the briefcase seems/seem to have disappeared.
- 5) Darts is/are often played in pubs in England.
- 6) The athletics we watched was/were quite exciting.
- 7) The breaking news is/are at eight o'clock.

Task 3. Complete this letter Ann has received from her cousin. Choose the correct forms.

Thank/Thanks for your letter. Your news (1) was/were captivating. We must talk soon.

What about us? Well, we're living on the (2) outskirt/outskirts of town, not far from the company (3) headquarter/headquarters, where Jeremy works. We're spent nearly all our (4) saving/savings on the house. That wouldn't matter so much if I hadn't crashed the car last week and done some (5) damage/damages to the front of it. More bills! But at least I wasn't hurt. The house is nice actually, but the surroundings (6) isn't/aren't very pleasant. We're on a very busy (7) crossroad/crossroads. I'm doing the course I told you about. Economics (8) is/are an easy subject, I find, but (9) Linguistics gives/give me problems!

Speaking

Task 1. REVISION GAME: WHO WANTS TO BE A MILLIONAIRE?

You are now going to play the game "who wants to be a millionaire?"

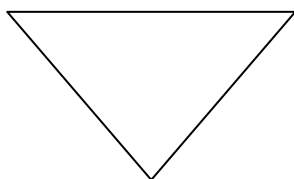
- Elaborate four cards to revise vocabulary, grammar or comprehension of certain theme. Suggest four possible answers. Write down the level of question: elementary, intermediate, advanced and the correct answer on the back side. Collect all cards in a container.



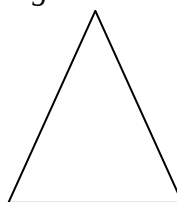
For example: Choose the best model for news writing. Level: elementary.



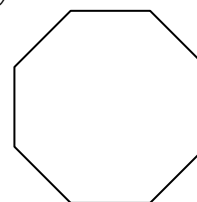
1.



2.



3.



4.

- Everybody starts with a 1000 roubles and for every correct answer the student doubles their money.
- If you are not very confident you have the option of not playing for that particular question (but you can still stay in the game for the next question).
- If you get the question wrong you may stay in the game but lose your money.
- You could adapt the game to use 50/50.
- Choose a student to act as record keeper and ask for a summary of who has got how much money at the end of each round.
- The winner is the student with the most money at the end of the game.

Task 2. Scan the sample of news arithmetic. Work in groups make up your formula of catchy news. Here's one way to sum up what is and isn't news:

- 1 ordinary person + 1 ordinary life = 0
- 1 ordinary person + 1 extraordinary adventure = news
- 1 husband + 1 wife = 0
- 1 husband + 3 wives = news
- 1 bank cashier + 1 spouse + 7 children = 0
- 1 bank cashier – \$20,000 = news
- 1 ordinary person + 1 ordinary life of 79 years = 0
- 1 ordinary person + 1 ordinary life of 100 years = news

Video zone

The film Joker has received 11 nominations for the British Academy of Film and Television Arts' annual awards. Catherine and Dan teach you the language the world's media is using to discuss this story in this new-look episode of News Review.



Task 1. Watch the video and study words in the news.

<http://www.bbc.co.uk/learningenglish/english/course/newsreview/unit-1/session-1>

frontrunner

person expected to win a competition

The Jamaican sprinter is the frontrunner at this year's event.

he political party has gone from last place to frontrunner.

in the spotlight

receiving a lot of attention

Their wedding announcement put the celebrities in the spotlight.

The CEO is now under the spotlight in this fraud investigation.

leads (the) pack

is better or more successful than competitors

In terms of hitting sales targets, she's leading the pack.

With this new computer system, we'll lead the pack in data security.

Task 2. Language challenge

Which word means 'produce an emotional effect on someone'?

- a) vibrate
- b) resonate
- c) reverberate
- d) oscillate

Task 3. Try the quiz to see how well you've learned today's language.

1. Which phrase means 'is better or more successful than competitors'?
A lead the flock
B pack the dogs
C lead the pack
2. What's the correct way to write this compound word, which means 'person expected to win a competition'?
A front runner
B frontrunner
C front-runner
D All of the above
E None of the above
3. Which expression means 'receiving a lot of attention'?
A in the spotlight
B with the spotlight
C on the spotlight

VIDEO PROJECT

You are going to record a radio or TV interview. One of you is the everyday person who did something very interesting; the other is the journalist who wants to interview him.

1) You have to imagine that you are famous. Look at the table and decide individually whether the situations are positive or negative. Then compare your answers with group mates. Can you think of another situation which is either positive or negative about being famous?

- having your photograph in the newspapers
- being interviewed for gossip magazines
- only eating in expensive restaurants
- always being followed by the paparazzi
- only having other famous people as your friends
- only travelling first class and staying in posh hotels
- being asked for your autograph every day
- always being recognized wherever you go
- having everyone around you smiling and wanting to please you

2) Although newspapers and magazines are usually full of information about famous people there are also everyday people in the news too.

For example: A person who...

- rescued a baby from a burning house
- won the lottery

Work in groups of two to brainstorm more examples for why everyday people are in the news. These examples should be written on little strips of paper and then folded up in a container.

1. Grammar and vocabulary

1) Match the journalist's questions with the example answers. *Tip: To question 4 the answer is the background to the story. Notice the past continuous and past simple structures. I was doing x when y happened.* Write your suggestions for this structure.



1) What's your name?	was cleaning house, heard noises, thought rats in roof so looked found box
2) What's your job?	astonished, thought the money not real. v. surprised – money there for long time
3) What did you do?	Julia
4) How did that happen?	my daughter, Sue, 13
5) Who was with you when it happened?	manager
6) How did you feel at the time?	no thanks, want to be normal mum with normal job
7) How do you feel now?	found \$1 million in box in roof, gave money to children's charity
8) Do you want a film made about the event?	happy to help the children

2) To question 6 name other adjectives to describe feelings.

For example: excited, delighted, amused.

3) Match halves to make word combinations describing feelings.

Heart	of adrenaline
Butterflies	palms
Rush	pounding
Sweaty	terror
To strike	in the stomach

4) Imagine the situation that your story caught the attention of a Hollywood film director and there's a possibility to make a film. This is your opportunity to have fame and fortune – how do you feel about that?! Julia was clearly not interested.

2. Writing

1) Take the folded strips you collected during the lead-in. Each pair should pull out one of the examples from the container. This is your situation and is the answer to question 3 What did you do? Write this example in the gap under the question.

2) Work in pairs to answer the remaining seven questions, writing in note form, as Julia's example, and not in full sentences.

3. Preparing to record

1) Take it in turns to interview each other, use the notes. You may add more information while speaking. Rehearse this enough times until you are confident enough to be recorded.

2) To record a video as a TV interview you will need a digital camera or mobile phone. You should sit side by side but angled towards each other. The camera needs to be positioned so that both people can be clearly seen. The journalist usually makes an introduction before doing the interview and thanks the person at the end.

Follow top tips on recording a video

- If you hand hold the camera or phone keep it very still and don't be tempted to zoom in and out or move it too much.
- Make sure the light is behind the person holding the video camera. If there is a window behind the actors, everyone will be thrown into shade.
- Consider the background; a plain wall is better than a messy notice board for example.
- Try not to record in a room that has a lot of echo. A room with carpets and curtains is better.
- Recording outside is fine, just make sure there's no disturbing background noise like traffic or people chatting. The speaker will probably need to talk a little louder.
- Speak as loudly and as clearly as possible so that the scene can be heard properly.

4. Round-table discussion

- 1) After the interviews have been recorded watch them together. What recording is of high quality? Prove your viewpoint.

- 2) Analyze all recordings, make a list of drawbacks. Try to give pieces of advice how to overcome it in future as if you were a professional reporter.

GLOSSARY

to be onto the air

to be of broad interest

to be in the public eye

controversy

draft

frontrunner

a good rule of thumb

to have an impact on the reader

in the spotlight

laconic

lead the pack

lucid fashion

news

- breaking news
- hard news
- soft news

newsworthy

- to flash the news
- to cover the news
- to announce the news
- to suppress the news
- to distort the news
- to censor the news
- to turn on news

proximity

quote (n/v)

to record

resonate

timeliness

to verify the information

Unit 4. THE ART OF INTERVIEWING

Lesson A

Lead-in

- There are no embarrassing questions – only embarrassing answers. (a journalist Carl Rowan)
Do you agree with this statement?
- How can you describe an interview?
- What is the main thing during it? Give your arguments.
- Do you like to interview people? Have you ever conducted an interview? Remember your experience.
- Have you ever been interviewed?
- Comment on:



To conduct a good interview, you must “converse like a talk show host, think like a writer, understand subtext like a psychiatrist, have an ear like a musician, be able to select the best parts like a book editor and know how to piece it together dramatically like a playwright”. This is the sound advice of famed interviewer Grobel, who got the elusive Marlon Brando to agree to a week-long interview in Tahiti.

Reading

Task 1. Skim the text and answer the questions:

1. What questions are usually asked during interviews? Which of them are the most suitable and attractive?
2. How can you create the atmosphere for a comfortable interview?
3. What kinds of interview can you name? (studio, office, e-mail, mobile, remote, etc.) Describe each briefly.

Interviewing guidelines

There are three ways **to gather** information for your story – **research**, observation and interviewing. Of these, interviewing is clearly the most important. It can be done in person, over the phone, and now even by e-mail. It can be **extensive** or just a few questions. In whatever form, it is the key to the stories you write. Your ability to talk to people is the difference between being a **mediocre** reporter and a good one.

Most interviews seek to achieve one or more of the following goals:

- Obtain the interviewee's knowledge about the topic;
- **Obtain** the interviewee's opinion and/or feelings about the topic;
- Feature the interviewee as the subject.

It's important that you know exactly why you are **conducting an interview** and which goal(s) you are aiming for. Stay focused on questions and techniques which will achieve them.

Research the subject and the interviewee thoroughly. You will be expected to have a basic knowledge of your subject and the person. Do not roll up to an interview with a band and ask them how many albums they have released – you should know this already. If you show your ignorance, you lose credibility and risk being ridiculed.



Have a list of questions. It seems obvious but some people don't think of it. The best way to have a spontaneous conversation is to have questions ready. That way you can relax, knowing that you will not miss an important topic. Of course many interviewees will ask for a list of questions before hand, or you might decide to provide one to help them prepare. Ask the subject if there are any particular questions they would like you to ask.

Listen. Be sure to smile. A smile, they say, is lubrication for the words and collaborator of the eyes in contact. A smile helps both you and your subject relax. A common mistake is to be thinking about the next question while the subject is answering the previous one, to the point that the interviewer misses some important information. This can lead to all sorts of **embarrassing** outcomes.



Find a good location. People are often more comfortable (and open) when they're in a familiar place or what feels like "their territory."

Decide how you will dress. You would dress differently for a hockey player than for the mayor. Ask yourself, how will my subject be dressed? Avoid anything in your dress or grooming that could be considered impertinent, **flashy**, **sloppy** or rebellious.

There are many possible settings for conducting interviews. The first one to become familiar with is the seated interview. Whether it is in a permanent studio or someone's living room, you need to arrange the interviewer, guest(s) and cameras to achieve the look and feel which best suits your objectives.

When the source is speaking, nod or make some verbal remark to show you are listening and understand. Sit on the edge of your chair and lean forward. This is a posture that projects an eager, positive attitude. Observe and record the person's body language, mannerisms, dress, and physical features. These allow you to paint a word picture for your reader and may **reveal** something that is not being said. Observe and record the sights and sounds of the surroundings. Take good notes during the interview in a handwriting you will be able to read later. Take too many notes rather than too few.

Think of your meeting with the subject as a structured but friendly conversation, not an interview

Task 2. Read the text and make a plan of it in the form of a chart (as a note).

Task 3. Give the synonyms of the words in bold.

Task 4. Match word combination with their equivalents:

1) ability to talk to obtain knowledge	a) зрительный контакт
2) to feature the subject	b) считать неуместным
3) eye contact	c) способность вести беседу
4) embarrassing outcomes	d) получать знания
5) to be considered impertinent	e) словесный портрет
word picture	f) затруднительные ситуации
	g) описать человека

Task 5. Define if the sentences are True or False.

- It's important that you know exactly why you are conducting an interview and which goals you are aiming for.
- A list of prepared questions is unnecessary at all. Improvise!

- c) Find all possible information about your interviewee: his personal\public life, career, family, achievements.
- d) Walking-talking is also an appropriate way to conduct an interview.
- e) A polite journalist will show somehow that he is listening to his interlocutor.
- f) A big smile compensates poor interview preparation.
- g) An ordinary interview is a strict suite, a camera and a microphone.

Speaking

Task 1. Discussion

1. What is the purpose of an interview?
2. What are common mistakes made by cub reporters while interviewing?
3. Enumerate basic rules of taking interview.
4. Is it so important to think how to dress for an interview? Why?
5. How can “read” a person knowing body language?
6. Choose from the list of things what you should do and what you should avoid doing on interview.

Dos	and	Don'ts

1. Listen but don't be afraid to interrupt when you don't understand!
2. The flow of questions needs to seem natural and conversational, don't spin your subject off on a completely different topic just because that's the next question on your list – think about segue's and transitions.
3. Focus on what you will ask next.
4. Observe details of the place and of your interviewing partner; this can add color to your story. If you are interviewing people in their home or office, be sure to get a good look around and note what you see.
5. Tell the subject that everything is being recorded on the tape.
6. It is important to establish a polite rapport and a level of comfort for the interviewee.
7. Review your notes right after the interview! Don't wait until the end of the day or later in the week to review your notes.
8. Ask long questions to get exactly what you want.
9. Sometimes making a statement is better than asking a question. A question might produce nothing more than a “yes, no or I don't know”, A statement will provoke a comment.
10. When a person says something important, ask the key question: “How do you know that?”
11. When people reach an important part of a story, slow them down and turn them into storytellers. Ask where they were standing, what they were doing, what they were wearing, what was the temperature and what were the noises around them? etc.
12. We talk too much during interviews. Let the other person do the talking.
13. If you know someone is lying, allow the liar to spin his or her yarn.
14. Be sympathetic in manner, but don't join sides with your sources.
15. Near the end of an interview, ask the person what else our readers might be interested in. Sometimes people have more than one newspaper-worthy story in them.
16. Make a speech every time you want to ask a question.

Task 2. Match the setting with the arrangement of people and equipment.

1. 1 Guest, 1 Camera	a. Adding a second camera facing the interviewer not only provides a second shot, but allows each camera to reframe its shot while the other camera is being used. This enables you to cut between a range of shots without having to constantly zoom in and out.
2. 1 Guest, 1 Camera	b. This arrangement accommodates two guests in a friendly manner. It works well when the guests are somehow connected (e.g. family members or work colleagues), or share similar views about the subject.
3. 1 Guest, 2-3 Cameras	c. This arrangement may be preferable if the guests are likely to be antagonistic toward each other, or don't want to sit so close together.
4. 2 Guests, 2 Cameras	d. In this simple case the interviewer and guest are given the same framing and appear with equal prominence. This is useful if you aren't sure who will be doing most of the talking, or if the talk-time is spread evenly between the interviewer and guest.
5. 2 Guests, 2-3 Cameras	e. Taking the same situation and moving the camera to one side gives a different feel. Now the guest is much more prominent and becomes the main focus. The interviewer can face the camera at the beginning and end of the interview, but not usually during. This leaves the interviewer with profile framing so your 1-shots will be reserved for the guest.

Task 3. Study the case. An interviewer once asked Vivian Leigh what part she played in the movie, *Gone with the Wind*. Leigh ended the interview before it started. Contrast that with the interview A.J. Liebling had with jockey Eddie Arcaro. Liebling began the interview by asking Arcaro why his left stirrup was longer than his right. One got a good interview, the other didn't. Explain why. Give your arguments.

Task 4. Examine body language helpful to succeed in interviewing. Demonstrate the gestures, intonations to your group mates with explanation.

Task 5. Tips worth taking

Stock questions. When reporters have to interview someone on short notice, some rely on stock questions – all-purpose questions usable in any situation. Because the idea here is how to handle an interview for which you have no time to prepare, sometimes stock questions take the form of -est questions, such as 'What's your biggest worry?'

Here are some examples of stock questions:

- What three books (records, movies, presidents) would you take with you if you were stranded on an island?*
- If you could live at any time in history, what age would you choose?*
- If you could be anyone you wanted to be today, whom would you be, and what would you do?*
- If someone gave you a million dollars, how would you spend it?*
- If your house were afire, what would you grab on the way out?*



Develop this list with your own stock questions into a class resource book

Task 6. Role play

Select one of the historical\significant\famous\interesting\extraordinary figures to interview. Use this reference as a sample:

https://vk.com/id225404688?z=video-10865353_456240129%2Fpl_post_-36775085_333782

Do some research into the person's life and times; then develop your interview questions. You may be asked to role-play the interview with another student.

Introduction: I'm a reporter from the newspaper (TV channel, radio station, publishing house, etc.) ...; it is a daily (weekly) newspaper (musical channel); it circulates through about the whole country; the circulation is ...; our newspaper addresses young people (a wide readership, a serious audience), those who are interested in..., etc.



Opening expressions used to lead up the questions:

- a) I wonder if you could help me, I'd like to know...
 - b) Do you happen to know...?
 - c) I'd like to talk to you about...
 - d) I'd like to ask you some questions on...
 - e) Will you give me some information about...?
 - f) Do you have time to talk to me now?
 - g) Could you tell me a bit more about it?
 - h) I don't quite follow.
 - i) Sorry, I don't quite understand why.
- Give more recommendations to each other during your interview.

Task 7. Imagine you see your interviewee is lying to you. What will be (must be) your reaction? Research the situation and propose your solutions.

Writing

Task 1. Record an interview with a classmate, taking notes as you interview. Using only your notes, write a story of the interview, with plenty of quotes. Then listen to the tape of the interview (if possible). Study note making techniques and try to practice them.

Task 2. Watch one of the news interview shows and write a critique. What research went into the reporters' questions? How well did the journalists follow up on vague answers from the guests? Analyze journalist's behavior, strategy, etc. what weak and strong sides have you noticed? What was wrong and right?

See whether you can find a newspaper account of the interview the next day. Does the story reflect what you saw happening?

How would you have written the story?

Task 3. Conduct an e-mail interview over the Internet. Observe how your note taking changes when there is no need for eye contact. What adjustments did you need to make to ensure that you completely understood the interview subject's responses? Write a short report on your observations.

Lesson B

PRESS CONFERENCE

Lead-in

- What types of press conferences can you name?
- What mass media are involved in them?
- What are the reasons and goals to carry out a press conference?
- What are the interviewees and questions asked on them?
- Give your ideas what is happening during a news conference.
- Where do they take place?
- Guess what happens next after a press conference.
- In what way is it different from ordinary interview?

Reading

Task 1. Read the text and check your answers.

A news conference or press conference is a media event in which newsmakers invite journalists to hear them speak and, most often, ask questions. A joint press conference instead is held between two or more talking sides.

There are two major reasons for holding a news conference. One is so that a newsmaker who gets many questions from reporters can answer them all at once rather than answering dozens of phone calls. Another is so someone can try to attract news coverage for something that was not of interest to journalists before.

In a news conference, one or more speakers may make a statement, which may be followed by questions from reporters. Sometimes only questioning occurs; sometimes there is a statement with no questions permitted.

A media event at which no statements are made, and no questions allowed, is called a photo opportunity. A government may wish to open their proceedings for the media to witness events, such as the passing of a piece of legislation from the government in parliament to the senate, via media availability.

Television stations and networks especially value news conferences: because today's TV news programs air for hours at a time, or even continuously, assignment editors have a steady appetite for ever-larger quantities of footage.

News conferences are often held by politicians (the President, the parties); by sports teams; by celebrities or film studios; by commercial organizations to promote products; by attorneys to promote lawsuits; and by almost anyone who finds benefit in the free publicity afforded by media coverage. Some people, including many police chiefs, hold news conferences reluctantly in order to avoid dealing with reporters individually.

A news conference is often announced by sending an advisory or news release to assignment editors, preferably well in advance. Sometimes they are held spontaneously when several reporters gather around a newsmaker.

News conferences can be held just about anywhere, in settings as formal as the White House room set aside for the purpose to as informal as the street in front of a crime scene. Hotel conference rooms and courthouses are often used for news conferences (From "Journalism Training in Europe").



Task 2. Give English equivalents of the following words: событие, приглашать, известная личность, обзор новостей, заявление, быть свидетелем, ценить, отснятый (фото/видео) материал, публичность, объявлять, оповещение через СМИ, позирование перед прессой, посредством.

Task 3. Make up as many word collocations as you can with the word ‘media’:
e.g. media power, media coverage, etc.

Task 4. Study the grammar focus at the end of the unit and make all types of questions to a person you would like to interview (at least 7 questions). Ask some questions to the heroes of interview of your group mates.

Speaking

Task 1. Role play

Divide into teams of about 10 members, distribute tasks and perform them carefully. Next step – choose a role and prepare a speech. Finally, hold\act a press conference during a lesson. First study this instruction.

Instruction for a Successful Press Conference

A press conference is a voluntary presentation of information to the media. In a press conference, you decide what information is presented, how it is presented, and who presents it. It is an opportunity to get your story on TV, radio or in the paper. To hold a press conference, you contact the media, pick a time and place, make a presentation and respond to reporters' questions.

Major steps for setting up a press conference (tasks)

- *Define your goals.* Clearly state a good reason for holding a press conference: the news you are going to reveal has not been covered in the press yet or there is an emergency, or an important new issue.

Some good reasons for holding a press conference might include:

- to get publicity about your efforts and problems;
- to get widespread media coverage;
- to get more people involved in your organization;
- to show the strength of your group.

Whatever your organizational goals are, remember that you have to have something newsworthy to announce, reveal, or talk about at your press conference.

- *Decide what message* you want to deliver through the media. (Write the statement you plan to make at the press conference.)
- *Work out the location* of the press conference. Find an appropriate place that is convenient and has the facilities you need. Where you choose to have a press conference depends on your needs and the specific circumstances of your situation. Dramatize your position by choosing a good backdrop.
- *Set the date and time* of the press conference, taking into account reporters' deadlines. Usually the best days of the week to get news coverage are Tuesday through Thursday. Check to see that there are no competing news events already scheduled at the time of your conference.
- *Invite the media.* Send a press conference advisory to appropriate local media outlets at least a week before the press conference. Follow up with a phone call two days before the press conference to make sure that everyone received the advisory. Call them the day before to remind them about the event. (Make a list of organizations and journalists you will invite).

- *Invite guests.* Make phone calls and send written invitations to prospective guests (according to the list) you want to have at the press conference, such as other members of your group, allies, and friendly politicians. Prepare your speaker with 30-second answers for radio or TV, and quotable, simple messages for print reporters. Help your speaker practice with a video camera or tape recorder. (Collect a brief portfolio about each quest).
- *Choose a moderator* (facilitator) for the press conference. You will need a person to control the process and keep reporters on the subject. If someone goes off subject, the moderator can return the focus by saying such things as: “That’s an interesting point, but we are here today to discuss...”
- *Prepare background materials.* Reporters and guests may wish to have a copy of written statements or a press release. You can prepare a packet of factsheets, charts or graphs. (Prepare props, posters, banners and a press kit).
- *Practice roles* with the members of your group. It’s important that everybody understands his/her role in the event. Think about what will happen all the way through the press conference, and how it will look to reporters. The key question to ask is “what if...?” (What if reporters ask a non-spokesperson member a question? What if your opponents show up and heckle?)
- *Prepare visual aids.* Charts, big maps, pictures or other props will help get your message across. However, slide shows are difficult for TV, radio and print reporters to use. (Write a draft plan with all items: goals, message ...).

Starting the press conference (roles)

Be ready to welcome TV reporters at least 15 minutes before the beginning of the conference. They usually need time to set up their equipment. Meet everyone at the door and ask them to sign in a guest book you’ve already prepared (you may need their addresses for the next event). Give them your background material and a copy of the press statement. Start the press conference as close to on time as possible and certainly not later than ten minutes after the scheduled time, to respect those who came on time.

Prepare a list of supposed questions to ask each quest.

Running the press conference

The moderator welcomes everyone and briefly introduces the speaker(s). Remember that statements shouldn’t be longer than 10-15 minutes. After the speakers are finished, ask for questions.

Generally, it’s good to have just one or two speakers during a press conference so people don’t talk on top of each other, or mix the message. Reporters will want to interview the spokesperson. Roles: speaker (the leader), moderator (assistant), media reporters (5), quests (3).

Task 2. The problem: how to organize everything for radio\TV\print perception of the information on press conference.

Guidance notes:

Radio: audio impact

“What sounds would be of interest to radio reporters?” “What can we do to make things technically suitable for broadcast?”

Print media: verbal impact

“What would we want if we were newspaper reporters?”

Television: visual impact

“How can we set up our press conference to give reporters a good picture?”

Lesson C

VOX-POP

“The voice of the people [is] the voice of God”.

Lead-in

- Do you know what vox-pop is? Is it popular today?
- Do you agree with the given quotation? Give your arguments.
- Have you ever been interviewed or at least asked a question in the street? What was your reaction?
- Can we believe answers of people in the street when they answer just want to get rid of you?
- What topics can be investigated via vox pop?
- How can you present the results of it?
- What media can use this kind of interview?

Reading

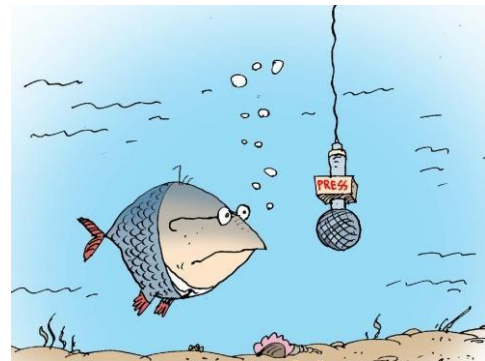
Task 1. Scan the text and check if you were right.

Vox Pops

The term “vox pop” comes from the Latin phrase *vox populi*, meaning “voice of the people”. The vox pop is a tool used in many forms of media to provide a snapshot of public opinion. **Random** subjects are asked **to give** their views on a particular topic and their responses are presented to the viewer/reader as a reflection of popular opinion.

For video and television vox pops, the interviewer approaches people “in the street” and asks them **simple** questions about the topic. These people will be new to interviews and will often be nervous, **flustered**, giggly, etc. It’s therefore important to make them feel comfortable and relaxed.

Usually the interviewees are shown in public places, and supposed to be giving spontaneous opinions in a chance encounter – unrehearsed persons, not selected in any way. In U.S. broadcast journalism it is often referred to as a **man on the street** interview or M.O.T.S. Because the results of such an interview are unpredictable at best, usually vox pop material is edited down very **tightly**.



Task 2. Find antonyms of the words in bold.

Task 3. Compose derivatives if it is possible.

noun	verb	adjective
meaning		
	use	
		presentable
	interview	
approach		

Task 4. Express your opinion: Agree\Disagree.

10 things you always wanted to know about vox pops

(but were too afraid to ask)

It sounds simple enough, recording voices of passers-by, but there's more to *vox popping* than meets the ear. Years of experience on the street have produced the following pearl:

- ✎ a vox pop consists of a montage of voices and opinions recorded on location (often your nearest main shopping street)
- ✎ a vox pop should include a range of voices: young, old, male, female, multi-ethnic, sensible, outraged, funny, unreasonable
- ✎ vox pops are cut together rather than carefully mixed
- ✎ the vox pop should be audibly on location but not drowned by passing lorries, blaring music etc
- ✎ a vox pop is normally 20 – 40 seconds – any longer will sound very laboured
- ✎ the best vox pops are pacey, quirky, memorable
- ✎ a vox pop is an excellent piece of texture for a radio package or as an introduction to an interview or discussion
- ✎ normally the reporter's voice does not appear in a vox, except perhaps to ask an additional question or reiterate the original question
- ✎ the vox pop purports to be the views of the general public but it never is – it's those six people you persuaded to stop and talk to you on a cold rainy Friday morning. Don't present your vox as being a scientific survey of public opinion
- ✎  it often rains when you have to go out to record a vox

Speaking

Task 1. Study the case:

Is vox pop the same as a survey (опрос)? What is the difference between them? Research what the survey is. Compare vox pop and survey in detail.

Although the two can be quite often confused, a vox pop is not a form of a survey. Each person is asked the same question; the aim is to get a variety of answers and opinions on any given subject. Journalists are usually instructed to approach a wide range of people to get varied answers from different points of view. The interviewees should be of various ages, genders, classes and communities so that the diverse views and reactions of the general people will be known. Generally, the vox pop question will be asked of different persons in different parts of streets or public places.

Video zone

Keith Wallace is a BBC journalist who works on The Travel Show. He visits lots of interesting places all over the world. For some people it probably sounds like Keith has got 'a dream job'. Take a bbc course to prepare to interview a BBC travel journalist.



<http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1/session-3>

In this activity you will make some questions to ask Keith about his life and work. If you need help with the grammar of questions, have a look at the grammar reference area.

Project work

Choose one\both alternatives:

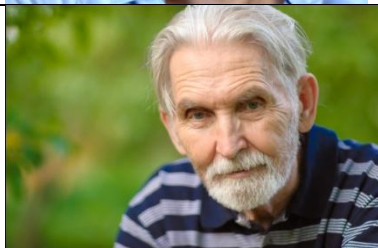
1) Written form. Choose a topic and research it with the help of vox pop. Present your results in written form (article, interview, research, etc.)

Study the example.

When asking people to participate fast is best – don't give them time to worry about how they look or what their friends will think. Use a short, sharp standard question such as "Would you mind answering a couple of quick questions about genetically modified food for TV3 news tonight?" (*Note:* Everyone will want to know what channel you're with and when the programme will be broadcast, so it helps to get that out of the way quickly.)

Here's an example of how some vox pops can add interest to a news item on genetically modified foods. At some point in the story the journalist would say something like "meanwhile, public opinion is still divided..."

The following sequence is then inserted:

"I think we need more research. I think we've seen this product arrive on our shelves in a tearing hurry, without any long-term case histories available for us to look at any possible harm".	
"I think it will be better in the short term, but in the long run it will promote more diseases, some inherited ones like cancer or something like that".	
"I don't actually have that much of a problem with it. I think that basically science enters every part of our existence anyhow. Scientists have been genetically modifying animals and things since the beginning of time, so no; I don't have much of a problem with it".	
"I don't really have a problem with it myself. I mean, it's coming up to the year 2000, the new millennium, we're going to have new changes, aren't we? People have got to get used to it. If they don't like that, if they can't stand the change, well... get out of the way and let those who can stand the change look after it".	

“I’d prefer not to have it, not to use any of it, but I’m not sure what’s been altered and what hasn’t”.



2) Shooting a Vox Pop

Introduction:

A vox pop is the “Voice of the People”. They are made up of many responses to the same question. Vox pops are a quick way to gauge public opinion on an issue. They can be serious or just fun. Best of all they are very easy to make and a great way to refine your video skills.

Method (e.g.):

The Vox Pop Dance

Step 1 Grab a group of friends typically around 5 works well. Decide who will be reporter, camera operator, assistant etc.

Step 2 You need a camera with an external mic, a tape, a charged battery etc.

Step 3 Decide on the question you are going to ask.

Step 4 Shoot an introduction, something like: **Reporter:** “*Hi I’m Today on THE CREW we’re on the streets at..... asking the question ...? Let’s go!!*”

Step 5 Find a large group of people target the first interviewee, start rolling tape before you reach your target to ensure you capture the entire interchange. Ask the question something like:

Reporter: “*Excuse me, do you mind if I ask you a question.....*

If you were God what colour would you paint the sky???”

Step 6 Ask the same question to as many people that you can as time affords.

Step 7 If you come upon an interesting answer ask the interviewee to clarify:

Reporter: “*and why do you think that*”

You can also use a second question to develop content of your vox pop. E.g. if the first question was “When it comes to binge drinking, what do you think the issues are for young people?” the second question could be “what do you think can be done about the issue?”

Step 8 Shoot a conclusion. Something like:

Reporter: “*Well there you have it! The youth of Australia have spoken, but what do you think? I’m for “The Crew”.*”

Depending on the content of your vox pop you may find a good concluding comment in the answers you obtain.

Step 9 Edit the vox pop.

SAMPLE QUESTIONS

Vox pops can be a great way to start investigating a serious issue but they can also be a great way to have some fairly random fun. The range of possible questions is limited only creative imagination.

- *When it comes to binge drinking what do you think are the main issues?*
- *Who is winning the human race?*
- *What’s more important, love or money?*
- *What’s the funniest thing that has happened to you on a date?*
- *What’s the best excuse you’ve used for getting out of homework?*
- *What do you look for in a guy / girl?*
- *If Australia was a republic who do you think should be the President?*
- *If you could say one thing to your parents and have them listen, what would it be?*

VOX POP HINTS

- Keep the camera set to wide angle. This creates a steadier shot and gives that “in your face” look.
- Make sure the area that you are working in is relatively quiet.
- Suggested edit sequence as follows: Introduction, Reporter asking first “*victim*”, first victim answers, second victim answers, third victim answers, reporter asks third victim “and why do you think that?” 3rd victim responds reporter asks question to 4th victim, 4th victim answers etc.
- Play with camera angles and movement; you can afford to be creative here. Generally you will use a mid-close up shot, but don’t be afraid to take a few paces back with the camera to get a two shot. This will give a context. Stay there for half the response and they walk back in, shooting the whole time.
- If you move into a crowd and the first couple of responses are negative, from experience, you are not likely to get a good response from the rest of the crowd. Change locations.
- Take care in the playground; there is always one person that thinks they will be funny and tries to grab the camera. This could bring your entire project to grief, and is the reason why it is good to have a crew of 5.

GRAMMAR FOCUS

Questions

I. Focus on grammar. Study the following material and illustrate these rules by your examples.

1. Wh-questions

1. (question pronoun/ adverb)	2. auxiliary	3. subject	4. verb	5. +
Why What Which + noun When Where What What + noun What for How How long How often How far	Present Simple: do does Past Simple: did Future Simple: will	you, we, they, noun (pl.) he, she, it, noun (sg.) all pronouns and nouns all pronouns and nouns	go	to Spa in?
	Modals: can, must, should, may, etc. Present Perfect: have has Past Perfect: had Future Perfect: will have Present	all pronouns and nouns you, we, they, noun (pl.) he, she, it, noun (sg.) all pronouns and nouns all pronouns and nouns	gone (V3)	

How much\many Who (кому) Whom (кому)	Continuous: am	I	doing	tod ay?
	is	he, she, it, noun (sg.)		
	are	you, we, they, noun (pl.)		
	Past			
	Continuous: was	I, he, she, it, noun (sg.)	be doing	yest er- day ?
	were	you, we, they, noun (pl.)		
	Future			
	Continuous: will	all pronouns and nouns		
				tom or- row ?

Notes:

1) **General\Yes-No questions:** begin with auxiliary and require a short Yes-No answer.

Auxiliary + subject + verb +?

e.g. Do they plan to go to Spain? Yes, they do.\ No, they don't.

Has she arrived in Spain? Yes, she has.\ No, she hasn't.

Can your mother go to Spain with you? Yes, she can.\ No, she can't.

2) **Special questions:** require question pronoun (вопросительное местоимение) and a full answer. **Interrogative pronoun + auxiliary + subject + verb +?**

e.g. Where do they plan to go?

They plan to go to Spain.

What country has she chosen to travel?

She has chosen to travel to Spain.

What are the students doing now?

They are studying.

GRAMMAR ACTIVITY

1. Fill in what, which, where, why, what, when, how long, how many\much, what time, etc.

1) *When* did you move the house? "Last month."

2) do you go to bed? "At 11 o'clock."

3) dogs have you got? "Three."

4) didn't she phone? "Because she forgot."

5) did you eat for breakfast? "A toast."

6) does he go swimming? "Twice a week."

7) will it cost? "One hundred dollars per person."

8) was the dog barking half an hour? "There were some people in the street."

9) has Nick passed his exams? "Rather well."

10).... must we hurry? "The film starts soon."

2. Write questions to which the words in bold are the answers.

1) **Yes, I have already washed the floor.**

2) Jane goes shopping **twice a week.**

3) **No, I'm not going to their party.**

4) I closed the window **because I was cold.**

5) Jack works **in a bank.**

6) **I can't help you, I have no time.**

3. Compose as many different questions as you can on the following sentence.

Press conferences are necessary for the society because they help us to obtain comprehensive information about events and people all over the world.

2. Subject questions

1. Question pronoun = subject	2. verb in the tense form (sg.)	3. +
Who Which of you (кто из вас) What	Present Simple: goes Past Simple: went Future Simple: will go Present Continuous: is going Past Continuous: was going Future Continuous: will be going Present Perfect: has gone Past Perfect: had gone Future Perfect: will have gone Modals: can, must, should, may, etc. + go	to Spain?

Notes: Question pronoun = subject (Кто? Что?)

e.g. Who goes to Spain? Ann does. \ Ann goes to Spain.

What is going wrong? Nothing.

Which of you saw "Titanic"? All of us saw it.

Who can travel to Spain? Mary can.

GRAMMAR ACTIVITY

Write questions to which the words in bold are the answers.

- 1) **Larry** works with ken.
- 2) **Peter** has found a new job.
- 3) **This computer** belongs to me.
- 4) **Journalists** interviewed the witnesses.
- 5) **The burglar** pushed me.
- 6) **The book** fell on the floor.
- 7) **Only Bob and Kate** are ready with the report.
- 8) **I** want to answer this task.
- 9) **Taxi 5** goes to the university.
- 10)

3. Questions with To be

1. (question pronoun/ adverb)	2. auxiliary To be	3. subject	4. + \ V3 (Passive)
Why What When Where What + noun What for	Present Simple: am is are Past Simple: was were	I he, she, it, noun (sg.) you, we, they, noun (pl.) I, he, she, it, noun (sg.) you, we, they, noun (pl.)	happy? built?

How How old How far Who etc.	Future Simple: will	all pronouns and nouns	be happy?
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Notes: Auxiliary To be = verb

e.g. Why are you happy?

How old is your brother?

What for are they here?

When was the house built?

GRAMMAR ACTIVITY

Put the words in brackets in the correct order to make up questions.

- 1) (when\the soup\was\cooked)
- 2) (where\born\your mother\was)
- 3) (the criminals\arrested\were).....
- 4) (marries\are\you\how long)
- 5) (be\she\will\where\at 2 o'clock)
- 6) (are\with the results\satisfied\they)
- 7) (what\it\time\is\now).....

GLOSSARY

Advisory
to achieve goals
to address
air (mass media)
to announce
approach (n\v)
assignment
attitude
to attract
to carry out
challenging issues
collaborator
to conduct an interview
to converse
to deal with
to deliver
to diverse
encounter
facilities
factsheet
familiar
flagship
to give views
to handle media event
message

newsmaker
newspaper account
newsworthy
photo opportunity
(un)predictable
preferable
press packet
prominent
publicity
questioning
to reflect
response
to reveal
review (n\v)
setting
sights
shot
snapshot
spokesperson
stock questions
survey
vague
verbal remark
witness (n\v)
zoom (n\v)

APPENDIX 1

Nature of news

All news stories are made up of facts, observations, quotations, and details. Reporters almost always have more than they can use, and because they've worked hard to collect all of that information, their natural impulse is to use as much of it as possible in their stories. But cramming in all the facts that will fit rarely results in a well-told story that will engage the audience. It is harder to understand stories that are overstuffed with information. A reporter who tries to explain everything may succeed only in confusing the audience. Besides, newspapers have only so much space; radio and television news programs only so much airtime; and readers, listeners, and viewers only so much spare time and attention to devote to catching up on the news.

Good journalism involves selection, not compression. Reporters must use their news judgment to decide what is most important to include in a story and in what order to put it. For many reporters, the most difficult part of telling a story is deciding what to leave out. One way to make those decisions is to choose a central point or a theme for the story, also called a focus. The focus of a story is basically the answer to the question, "What is this story really about?"

Good news writing is concise, clear, and accurate. That sounds simple enough, but it's actually quite challenging. Generally speaking, news stories have shorter sentences and paragraphs than most other types of writing. Each paragraph contains one main idea. A new paragraph begins when a new idea, character, or setting is introduced. Journalists use simple, direct language that is easy to understand, with more nouns and verbs than adjectives and adverbs. Well-written news stories are not vague, ambiguous, or repetitious, because every word counts.

Because they write stories for a general audience, journalists also try to avoid jargon-specialized language or technical terms unfamiliar to most people. A hospital spokesman might describe a person as suffering from "lacerations and contusions," but a reporter should use simpler terms: "cuts and bruises". If a technical term must be used for accuracy, it's a good idea to include a definition as well. For example, the term "fossil fuels" in a story about global energy issues should include a short list of what those fuels are: coal, oil, and natural gas. Journalists also must steer clear of euphemisms – words or phrases that may confuse or mislead the audience. If the city council votes to approve "a new interment facility," the story on the radio or in the next day's newspaper should tell residents that the city "plans to build a new cemetery".

One key principle of news writing is to show the audience what happened rather than just telling them about it. For example, instead of saying that family members attending a funeral were grief-stricken, a well-written news story would show their grief by describing how they hugged each other and sobbed. Instead of just telling the reader that a person is tall, a good writer would mention that he has to stoop to enter the front door.

Accuracy is critically important in news writing. An accurate story gets the basics right: grammar, spelling, punctuation, dates, addresses, numbers, and all the other details that go into a news story. Getting someone's name or age wrong is the kind of error that can erode a journalist's credibility.

Formats which may be applied in news stories

HOURLGLASS



A modified form of the inverted pyramid is known as the “hourglass” structure. It begins, in a similar fashion, with the most important information – but after a few paragraphs it takes a turn and becomes a narrative, usually told in chronological order. Sticking with the example of the story about the massive storm, a reporter could start with a hard lead, provide a few paragraphs of support, and then tell the story of the storm as witnessed by one survivor. This kind of story form requires a clear transition between the opening section and the narrative. A reporter might write something like, “Farmer Iqbal Khan was in his barn when the wind kicked up ...” to begin the bottom half of an hourglass story. Some stories are written in a purely chronological form, but this structure is most often used for features.

DIAMOND



Still another story form is the “diamond” structure. A reporter using this structure would begin with an anecdote, introducing a character whose experience illustrates what the story is all about. This small story would then broaden out to show its wider significance. Toward the end, the reporter would return to the individual character's story as a way of concluding the narrative.

Reporters using this structure often use a device known as a “nut” paragraph (or nut graph) to explain why the story matters – the word nut signifying the hard center of the story. Jack Hart, managing editor of Portland's *Oregonian* newspaper, says nut graphs “can answer any questions raised in leads, explain why stories are significant, and place stories in meaningful contexts”. The nut graph needs to be early enough in the story to make clear to the reader why he or she should bother to keep reading.

The diamond form is frequently used in television news and newspaper reports. For example, a reporter might begin a story about a new AIDS treatment by introducing a patient who needs the treatment, then describe the experimental drug and how it works, and conclude by noting that doctors give the patient we met earlier only a limited time to live if the new treatment is not effective. Whatever form you choose, the middle of the story should keep the audience engaged and interested. Good writing, a magazine editor once said, makes the reader want to find out what happens next.

The Society of Professional Journalists

CODE OF ETHICS

PREAMBLE

The Society of Professional Journalists recognizes that the people can govern themselves and guarantee their liberties only if they are informed. Therefore, in order to strengthen democracy and ensure informed public dialogue about issues of public importance, we accept the sacred duty to serve the people by providing information and by guaranteeing a public forum in which issues of common concern can be addressed. We believe in public enlightenment as the forerunner of justice and in journalists' mandate to seek and disseminate the truth.

The achievement of these public purposes depends finally upon the personal commitment and integrity of individual journalists. It also requires adherence to practices most likely to serve the public need. It is, therefore, the moral duty of committed journalists and their news organizations to promote such standards of practice. The Society of Professional Journalists adopts this Code of Ethics to declare the Society's principles and standards of practice.

PRINCIPLES AND STANDARDS

I. Truth. Truthfulness means “getting it right”. Truth-telling and accuracy are morally imperative. To gather information using undercover or other deceptive techniques always requires special circumstances and compelling reasons; to tell the truth never does. Therefore, journalists must:

Test the accuracy of information from all sources, recognizing that many sources may provide self-serving and misleading information.

Exercise care to avoid inadvertent inaccuracy. Deliberate distortion is never permissible.

Never publish unsubstantiated or anonymous defamatory statements about a person.

When information of overriding public importance cannot reasonably be obtained by honest methods, use deceptive methods in gathering information only if they are explained to the public at the time of publication.

Never manipulate quotations, pictures, or headlines in ways that might deceive.

Distinguish and separate news reports, reenactments, expressions of opinion, advertising, and entertainment.

Afford any business, organization or individual an opportunity to respond to an attack made against them.

Make prompt and complete correction of errors.

Never plagiarize.

II. Comprehensiveness. The profession has the affirmative duty to report on all significant aspects of global society, including its constituent groups. We need to tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so. Therefore, journalists must:

Be vigilant and courageous about holding those with power accountable, especially the press itself.

Avoid stereotypes in covering issues of race, sex, age, religion, ethnicity, geography, and social status.

Ensure that all segments of society can be heard in public discourse.

III. Privacy. Responsible journalists respect individuals' need for a measure of control over information about themselves. They also recognize that the public needs to know private information about individuals when it relates in important ways to the common life. Only an overriding public need can justify unwanted intrusion into private affairs. Therefore, journalists must:

Avoid further harm to victims by obtaining consent, whenever possible, to take their pictures or interview them in times of tragedy or grief.

Recognize that standards on intrusion are more strict concerning ordinary citizens than for public officials and public figures.

Exercise special sensitivity when dealing with children or other inexperienced sources or subjects.

IV. Loyalty. Responsible journalists possess a single-minded commitment to their audience. Any personal or professional interest that conflicts with the needs of the audience must be avoided or neutralized. Therefore, journalists must:

Tactfully refuse gifts, awards, favors, speaker's fees or special treatment from sources, subjects, advertisers or others trying to buy influence.

Search for potential conflicts with the journalistic role and avoid participation in organizations or events they might cover.

Where conflicts are unavoidable, disclose the conflict to the public.

V. Confidences. Responsible journalists keep promises and respect confidences. Failure to do so can put sources at risk. For that reason journalists must exercise care when promising anonymity to ensure that sources know what has and what has not been promised. Therefore, journalists must:

Identify sources wherever possible and explain any failure to do so. The public is entitled to know whether a source is reliable.

Question sources' motives and assess their risks before promising anonymity. If a promise is made, keep it.

VI. Freedom. Journalists have a special obligation to preserve and strengthen freedom of speech and the press. These freedoms bring with them special responsibilities to keep the public fully informed about the issues of the day. Therefore, journalists must:

Make constant efforts to assure that the public's business is conducted in public and that public records are open to public inspection.

In exercising freedom, always seek the public good.

Assist the public in understanding the function and role of the journalist in a democratic state, encourage the public to voice grievances against the media, and maintain open dialogue with the public.

Paparazzi deflating myth of celebrity

By Steve Penhollow

The Journal Gazette

Advertisement

My favorite photos from the Golden Age of Hollywood are of Cary Grant barfing in an alley behind the Brown Derby, Marlene Dietrich lancing a boil in Corsica, and Betty Grable in a beach bungalow at Cannes rubbing ointment into her toenail fungus.

Most historians cite the aforementioned Cary Grant photo as the reason beef bourguignon fell out of favor.

I am joking, of course.

None of the photos I described actually exist, as far as I know.

And no one has sufficiently explained why exactly beef bourguignon fell out of favor.

The Beef Bourguignon Institute is working on the problem, though.

The so-called Golden Age of Hollywood (which ended in 1960 when Sandra Dee declined to reprise the title role in the sequel "Gidget Goes Hawaiian") was also apparently an unenlightened age where celebrity photography was concerned.

Celebrity photographers back then were wimps, as far as I can tell.

They seem to have had qualms about trespassing on private property, contributing to traffic accidents, walling in celebrities' cars with their own autos, waiting hawk-like for stars' moments of greatest vulnerability, shouting obscenities to elicit certain lucrative facial expressions, using telephoto lenses designed to zero in on cellulite, terrorizing children and utilizing whatever spy equipment was available to them at the time.

They were also, I am guessing, averse to banging on ambulances.

You read about this, right?

According to The Associated Press, paparazzi greeting an ambulance carrying Britney Spears to Cedars-Sinai Medical Center in early January banged on the doors of the vehicle.

"They were just doing their job," some bloggers wrote afterward.

I know it has become fashionable to find something admirable in every occupation or vocation, from being a stripper to being a mortgage rescue scammer. But I think it's safe to say that if your job involves banging on the doors of an emergency vehicle carrying a sick person to the hospital, you have squandered whatever potential was gifted to you at birth.

If these celebrity photographers are in fact "just doing their job," how did that become their job?

Defenders of the extreme tactics of the paparazzi claim they take the sort of photos they do because we want the sort of photos they take.

Perhaps that's true.

I guess most of us go to see an Angelina Jolie movie these days and think, “Now that I have purchased a ticket to ‘A Mighty Heart,’ I am entitled to a photo of Jolie’s son Maddox sitting on a potty chair, and I prefer that the photo be taken by a man flying over the Pitt/Jolie residence in an ultralight aircraft.”

Maybe it’s not as conscious as all that.

We do seem to have an insatiable appetite for photographs of celebrities doing anything and everything, from the mundane to the ridiculous to the criminal and all points in between and among.

Hostility and resentment underlie many photographs of celebs, and that probably is reflective of something in us.

Allow me to play pop psychologist for a moment, which is preferable (trust me) to allowing me to play a French maid.

We worship celebrities; we want to be famous ourselves; we resent the fame of celebrities; and we want photographers to cut celebrities down to size (and, if possible, lower and smaller than that).

Photographers oblige and yet our worship only increases and, by extension, so does our resentment and, by further extension, so does the outrageousness of the photographers’ tactics.

Persistently antagonistic coverage of celebrities destroys the mystique of being a celebrity, it seems to me.

But that belief puts me in the minority, if what I’m seeing in the tubes of the Interwebs is any indication.

I am over 40, after all.

Fame seems to retain its allure for a lot of young folks even after anything resembling glamour (not to mention basic human dignity) has long ago been stripped away.

It makes me nostalgic for the aforementioned Golden Age, but one prominent 40-plus guy doesn’t agree with me: Robert J. Thompson, the founding director of the Bleier Center for Television and Popular Culture at Syracuse University.

Thompson prefers full disclosure over decorum any day.

“It might not be so bad,” he said in a phone interview. “When you think of the glamour-era of Hollywood – the ’20s through the ’40s – part of the reason they were able to maintain that glamour was that the studios so totally controlled the images of the stars.

“They made up bogus bios, paid off legal authorities when necessary,” Thompson said. “It was completely artificial, and our culture in general has become more intolerant of that sort of thing.”

Thompson said journalistic complicity and a hollow sense of politesse is the reason President Kennedy’s “sexual peccadilloes” weren’t reported at the time.

Thompson does deride “toxic waste product” like the recent mania for photos of celebrities sans panties.

But he says there are benefits to moving beyond the era when “something is not reported because

someone didn’t think it was seemly.”

History of blogging

The term “weblog” was coined by Jorn Barger on 17 December 1997. The short form, “blog”, was coined by Peter Merholz, who jokingly broke the word weblog into the phrase we blog in the sidebar of his blog Peterme.com in April or May 1999. Shortly thereafter, Evan Williams at Pyra Labs used “blog” as both a noun and verb (“to blog”, meaning “to edit one’s

weblog or to post to one's weblog") and devised the term "blogger" in connection with Pyra Labs' Blogger product, leading to the popularization of the terms.

Origins

Before blogging became popular, digital communities took many forms, including Usenet, commercial online services such as GENie, BiX and the early CompuServe, e-mail lists and Bulletin Board Systems (BBS). In the 1990s, Internet forum software, such as WebEx, created running conversations with "threads". Threads are topical connections between messages on a metaphorical "corkboard".

The modern blog evolved from the online diary, where people would keep a running account of their personal lives. Most such writers called themselves diarists, journalists, or journalers. Justin Hall, who began personal blogging in 1994 while a student at Swarthmore College, is generally recognized as one of the earliest bloggers, as is Jerry Pournelle. Dave Winer's Scripting News is also credited with being one of the oldest and longest running weblogs. Another early blog was Wearable Wireless Webcam, an online shared diary of a person's personal life combining text, video, and pictures transmitted live from a wearable computer and EyeTap device to a web site in 1994. This practice of semi-automated blogging with live video together with text was referred to as sousveillance, and such journals were also used as evidence in legal matters.

Early blogs were simply manually updated components of common Web sites. However, the evolution of tools to facilitate the production and maintenance of Web articles posted in reverse chronological order made the publishing process feasible to a much larger, less technical, population. Ultimately, this resulted in the distinct class of online publishing that produces blogs we recognize today. For instance, the use of some sort of browser-based software is now a typical aspect of "blogging". Blogs can be hosted by dedicated blog hosting services, or they can be run using blog software, or on regular web hosting services.

Rise in popularity

After a slow start, blogging rapidly gained in popularity. Blog usage spread during 1999 and the years following, being further popularized by the near-simultaneous arrival of the first hosted blog tools:

- Bruce Ableson launched Open Diary in October 1998, which soon grew to thousands of online diaries. Open Diary innovated the reader comment, becoming the first blog community where readers could add comments to other writers' blog entries.
- Brad Fitzpatrick started LiveJournal in March 1999.
- Andrew Smales created Pitas.com in July 1999 as an easier alternative to maintaining a "news page" on a Web site, followed by Diaryland in September 1999, focusing more on a personal diary community.
- Evan Williams and Meg Hourihan (Pyra Labs) launched blogger.com in August 1999 (purchased by Google in February 2003)

Blogging: defamation and liability

Blogging can result in a range of legal liabilities and other unforeseen consequences.

Several cases have been brought before the national courts against bloggers concerning issues of defamation or liability. U.S. payouts related to blogging totaled \$17.4 million by 2009; in some cases these have been covered by umbrella insurance. The courts have returned with mixed verdicts. Internet Service Providers (ISPs), in general, are immune from liability for information that originates with third parties (U.S. Communications Decency Act and the EU Directive 2000/31/EC).

In *Doe v. Cahill*, the Delaware Supreme Court held that stringent standards had to be met to unmask the anonymous posts of bloggers and also took the unusual step of dismissing the libel case itself (as unfounded under American libel law) rather than referring it back to the trial court for reconsideration. In a bizarre twist, the Cahills were able to obtain the identity of John Doe, who turned out to be the person they suspected: the town's mayor, Councilman Cahill's political rival. The Cahills amended their original complaint, and the mayor settled the case rather than going to trial.

In January 2007, two prominent Malaysian political bloggers, Jeff Ooi and Ahiruddin Attan, were sued by pro-government newspaper, The New Straits Times Press (Malaysia) Berhad, Kalimullah bin Masheerul Hassan, Hishamuddin bin Aun and Brenden John a/l John Pereira over an alleged defamation. The plaintiff was supported by the Malaysian government. Following the suit, the Malaysian government proposed to "register" all bloggers in Malaysia in order to better control parties against their interest. This is the first such legal case against bloggers in the country.

In the United States, blogger Aaron Wall was sued by Traffic Power for defamation and publication of trade secrets in 2005. According to Wired Magazine, Traffic Power had been "banned from Google for allegedly rigging search engine results". Wall and other "white hat" search engine optimization consultants had exposed Traffic Power in what they claim was an effort to protect the public. The case was watched by many bloggers because it addressed the murky legal question of who is liable for comments posted on blogs. The case was dismissed for lack of personal jurisdiction, and Traffic Power failed to appeal within the allowed time.

In 2009, a controversial and landmark decision by The Hon. Mr Justice Eady refused to grant an order to protect the anonymity of Richard Horton.

In 2009, NDTV issued a legal notice to Indian blogger Chetan Kunte for "abusive free speech" regarding a blog post criticizing their coverage of the Mumbai attacks. The blogger unconditionally withdrew his post, replacing it with legal undertaking and an admission that his post had been "defamatory and untrue" which resulted in several Indian bloggers criticizing NDTV for trying to silence critics.

Political dangers

Blogging can sometimes have unforeseen consequences in politically sensitive areas. Blogs are much harder to control than broadcast or even print media. As a result, totalitarian and authoritarian regimes often seek to suppress blogs and/or to punish those who maintain them.

In Singapore, two ethnic Chinese were imprisoned under the country's anti-sedition law for posting anti-Muslim remarks in their blogs.

Egyptian blogger Kareem Amer was charged with insulting the Egyptian president Hosni Mubarak and an Islamic institution through his blog. It is the first time in the history of Egypt that a blogger was prosecuted. After a brief trial session that took place in Alexandria, the blogger was found guilty and sentenced to prison terms of three years for insulting Islam and inciting sedition, and one year for insulting Mubarak.

Egyptian blogger Abdel Monem Mahmoud was arrested in April 2007 for anti-government writings in his blog. Monem is a member of the banned Muslim Brotherhood.

After expressing opinions in his personal blog about the state of the Sudanese armed forces, Jan Pronk, United Nations Special Representative for the Sudan, was given three days notice to leave Sudan. The Sudanese army had demanded his deportation.

In Myanmar, Nay Phone Latt, a blogger, was sentenced to 20 years in jail for posting a cartoon critical of head of state Than Sh

Collaborative blog

A collaborative blog is a type of weblog in which posts are written and published by more than one author. The majority of high profile collaborative blogs are based around a single uniting theme, such as politics or technology.

While every collaborative blog is unique they can usually be placed in one of two broad categories:

An Invite Only collaborative blog is one in which a founder blogger personally selects a small group of co-bloggers, inviting them to contribute to his or her blog. The Invite Only blog typically focuses on a single common interest subject - i.e. politics, legal issues or, occasionally, comedy.

For instance, in July 2003 Chris Bertram established Crooked Timber, a collaborative Invite Only blog frequented by such established bloggers and academics as Kieran Healy, Ted Barlow and Henry Farrell, beginning with the introductory post:

Crooked Timber is a cabal of philosophers, would-be journalists, sociologies, financial gurus, dilettantes who have assembled to bring you the benefit of their practical and theoretical wisdom on matters historical, literary, political, philosophical, economic, sociological, cultural, sporting, artistic, cinematic, musical, operatic, comedic, tragic, poetic, televisual etc. etc., all from perspectives somewhere between Guy Debord, Henry George and Dr Stephen Maturin. We hope you'll enjoy the show.

A variation of invite only blog is one in which founder blogger invites all bloggers of a particular topic to contribute and the resultant posts are edited as well. Such blogs have been created by Online Media , as well as Domain Experts in entrepreneurship, data mining, and environment.

Open invite

Conversely, Open Invite collaborative blogs allow any user to register for a blogging account, providing instant access. Perhaps the most famous of these blogs is DailyKos, a left-wing collaborative blog founded in 2002 by Markos Moulitsas. DailyKos allows bloggers the opportunity to post their opinions on the site without pre-approval of the content. Another example is LiveJournal's "communities" system, in which users join communities to read, post and comment on posts to a community; in this way, communities serve the twin purposes of collaborative blogs and Internet forums.

Open Invite collaborative blogs succeed on the basis that the community acts to weed out trolls, spammers and other troublemakers. Much like online forums, the accessible nature of the Open Invite collaborative site is protected by dedicated moderators and fellow bloggers who will act quickly to quell any signs of spamming.

How to Write Headlines: Killer Info on Writing Your Headline So Your Product or Service Copy Gets Read (in the form of a good article)

The first thing that anyone should know when they get your web site, or read your ad, or see or hear your ad, is

WHAT'S IN IT FOR ME?

You must let the reader, viewer or listener know, right from the start, What's in it for her.

It has to be compelling, capturing, and grab the attention of your visitor, reader....

And it has to specifically target your prospect.

If you're at a party and you want to talk to Joe, who's across the room, you don't say, "Hey You! Over There". You don't say, "Hey Mary!" You don't say, "Hey Diddle Diddle" or anything else that's just cute or clever.

You say, "Joe!" Directly to Joe. Or you walk over to Joe and tap him on the shoulder and say, "Hi Joe. How have you been?" You want to talk to Joe, so you target Joe.

If you're a building contractor, you don't want to call attention from Ballerinas, unless it's to build a new dance hall for them.

If you're a web site designer, you don't call out to Microsoft to redo their web site.

If you're a building contractor, you call out to people or businesses who plan on building something soon.

If you're a web site designer, you call out to business owners who aren't already online. (Okay, so you can talk to others who are online but their site sucks, too.)

After You Know Who You Want to Talk to...

So you should know who you want to talk to. If not, decide now before you go on. It's really that important. Who is your target audience? That's who you want to talk to.

See, your headline gets read 5-6 times more frequently than the rest of your copy.

Okay, so you know who you want to talk to. Now you have to say something meaningful to that person or that group of people, your target audience.

What meaningful to each group of people is different.

Let's say that your product is Widgets. Your target audience is other business owners who should have the upgraded widgets you've just developed. You have a very targeted list of widget owners.

There's at least two dozen types of headlines that you could write. So how do you pick the best type? How do you pick out what you're going to write for your headline.

You know who you're talking to. You know your audience. You know your product.

I should get into "goals" here because what you're looking to accomplish in the next 6-24 months could start right here with this letter. But to keep things simple, just look at what you want to accomplish - to sell your widgets in sufficient quantity to remain viable.

So, let's just start off with the absolute, very best, strongest and most profitable headline there is.

Keep in mind that the headline is the ad for the ad. Claude Hopkins, the father of Scientific Advertising, said, "We pick out what we wish to read by headlines."

The purpose of the headline is to get the reader interested enough to read the rest of the body copy. Right? Right.

The best headline for your ad - whether on paper or online - is a phone call or other personal contact! Yep. You talk to the person first. Then after they've expressed some interest, you just tell them that the special report will be mailed to them ASAP, or you direct them to the special report on your web site after you've gotten their email address.

You get their email address so you can give them the web address, <http://www.yourdomain.com/report.html> right in the email to make it easier to get to it. All they have to do then is to click on the link.

Now, granted, it's really not that simple. You have to create enough curiosity and motivation for the person to actually go to your web site or open your envelope.

Here's sort of a sample script:

"Hello, may I talk to John (Owner's name)?" Then once John is on the line, John, this is Chuck from Widgets, Inc. You own a widget right now, is that right? (Yes)

"Can I give you some free information on how to increase your profitability with your widget?" (Yes)

"Do you have an email address? Or should I send the information snail mail? The info is free online." (Here's my email address)

“Okay, I'll get that email off to you ASAP. Thanks and have a great day, John.”

That contact is the absolute best headline you'll ever have. That contact serves as the ad to your ad.

See, you have this great report on how to increase production and profitability with the typical widget, and add into it about new ways to benefit with your new widget.

So that's the best headline you'll ever have. Though almost no copywriting expert would agree that that is indeed a headline, it serves the purpose of a headline. There's no duplication, except for the report, but you also get their email address in the process. And that means that you can market your widgets to them whenever you want forever. Free of any additional charge.

Let's say that you don't want to do that. You don't want to write a special report, you don't want to talk to people or have anyone on your staff talk to your prospects. Let's say that you just want to write an ad or sales letter and mail that off, or email that off.

Other Headline Alternatives

There's a lot of information on headlines. Headlines in copywriting are the single most important aspect of your copy. They're that powerful.

Here's a short course on writing headlines. We'll start it off with a principle that I sort of unintentionally invented. It's called the O-SUUUK-R Principle.

O is the Offer and the R is the Result, the Big Benefit of your product or service. The letters in between relate directly to either the Offer or the Result.

S means that your headline must be Specific. It must relate to a specific offer or to a specific result or benefit. The headline can't be vague or ambiguous.

U means that the Offer or the Result must be Unique to your product or service.

U means that the Offer or Result must be Useful to your target audience. It's got to be something meaningful, something that they want.

U means that the Offer or Result must convey a sense of Urgency. It's practically got to reach out, grab them by the shirt and say, “Handle this now!” Urgent.

C means that the Offer or Result itself must create a strong Curiosity within the reader. “You mean this is really possible?” or “Wow. Really? How?”

K means that the Offer or Result itself will impart some Knowledge that the reader really wants. Or there should be some promise of Knowledge gained that the person wants, and that when applied, the knowledge will produce a result that the person wants badly.

Now, your headline must contain at least 3 of the SUUUK part, and those three or more from the SUUUK part must relate directly to the Offer or the Result. The best headlines would contain all 6 parts and relate to the offer or the result. Really good ones contain 4 or more.

Notice that the elements relate to either the result, the big benefit, or the offer.

People Buy The Big Promise, or The Result

They don't buy your product or service. People don't buy a drill because they want a drill. They buy a drill because they want, now or in the future, a hole.

Get that good and solid through your mind. People buy the result, the big promise that they want. Not your product or service.

So what does the headline do? It's been answered already above, but you headline grabs your reader's attention, targets him or her by saying something meaningful to him or her, and it creates some curiosity in your reader. It can make a promise for some big benefit, it can make an offer, it can challenge the reader in some way, it can introduce some really compelling concept or idea, it can be something newsworthy.

Good headlines are NEVER cute or clever. Period. Cute or clever headlines just do not pull. They're not profitable. So know that, too.

Some Proven Types of Headlines

Through time there have been literally millions of tests done to find out what types of headlines pull the best response. Below you'll find some of those types. (I'll just keep going until I can't think of another one...)

Begin your headline with something that sounds like an announcement. At Last!, Introducing... Presenting... Just Released... Now... New... You know, anything that sounds something like news.

Make Your Big Promise in Your Headline. Remember that people buy because they want a result. Make your headline have your big promise in it - and guarantee it! "How You Can Lose 8-12 Pounds SAFELY Every Month (And Keep it Off) Until You hit Your Ideal Weight - GUARANTEED!" or "You can Burn Disease and Sickness out of your body, using nothing more than the palm of your hand - Guaranteed or You Pay Nothing!"

Feature Your Offer in your headline. Feature your price, your newly reduced price, your easy payment plan. Some copywriters really like to focus on this one. It really can be a powerful tool in your headline, especially when you word your offer correctly. They spend days or weeks crafting the perfect offer in headline form. When you get it right, you'll sell your stuff like crazy.

Use a FREE Offer in your headline. Free is a powerful word in advertising. Though the Internet has caused it to lose some credibility, FREE can still be a strong puller for you. You just have to offer the right thing free to the right people. And word it properly. That's where testing comes in. (Actually, testing should always be a strong factor in every bit of advertising and promotion that you do.)

Free information. A free booklet or special report. Something free with purchase (bonus). Free sample of your product. Free trial period... Something free that really does have some inherent value in it and that will directly contribute to the sales of your product or service. Don't flub on this one. There's got to be value in the free thing that will help sell your product or service.

Start your headline with "How To". There's literally tens of thousands of how to reports and books available. Why? Because they sell! People will always want to know how to (something). You can use the How To type of headline to start a story (people love good story, especially when they can learn something valuable from it). You can be specific in the How To, like How to Write Killer Headlines.

You can drop the word to and just use How I Write Headlines that Pull 14% And More. How you can retire early and live the life you've always dreamed of. How some people never lose money in the stock market... Or substitute How with Why. Why some people almost never lose money in the markets. Why you can earn \$800 a day while you sit in your boat and fish.

You can ask an intriguing question. "Do you make these common mistakes in English?" "What are the 5 lost secrets to Success?" Or you can turn this one into a Quiz-Type of headline that quizzes your readers. "What's your Financial IQ? Take this simple test and find out"

Use a Testimonial-type of Headline. "I made \$3,000 in one week after I used Mark's Power Pages." Mary Hetterfield, Fulton, Ga. Or some other letter that attests results that have been gotten with your product or service.

Use a Short Headline to Directly Call Out to Your Audience. "BallBusters!" "Waiters!" "Got Herpes?" "Attention Writers" "Architects!" "Moms – Look"

You can Warn People NOT to Buy, at least until they read your ad or talk to you. "Don't hire anyone to Design Your Web Site until You Visit www.sherus.com"

Give Reasons and Use Specific Numbers.

"7 Reasons Why Your Management Staff Could Be Better."

"22 Ways to Increase Profits in Your Home Business"

"The 19 Power Principles of Marketing that You Won't Learn at Harvard Business School"

“11 Reasons You Should Give 2 or 3 things away FREE in Every Offer You Make!”

I think you get the idea now.

Which Type Should YOU Use?

Which type of headline you use is completely up to you. Just make sure that you incorporate the O-SUUUCK-R Principle into the headlines that you write.

Remember that the purpose of a headline is to get your audience to read your ad. Your headline is the ad for your ad. The most powerful type of headline is personal contact of some sort. After that, remember that people buy the result, the big benefit, not the product or service. So build your headline and your offer and your letter around the big promise. Got it?

How to Get GREAT at Writing Headlines

Practice. For each ad, write at least a hundred headlines. Go ahead and print off this page or just the parts with the types of headlines. Practice writing each type of headline that's listed, and each of the variations. There's a lot to get you started on your way to writing great headlines.

The way to get really really good is to write 5,000 headlines and more. The sooner you get that done, the sooner you will become great at writing headlines. The power of the Headline can not be under stated. They're really that imperative to the success of your ad, your web site, your copy.

Chet Holmes, a 25 year martial artist and master marketer and business builder, teaches that you get great at each action by doing that one action over and over. You don't get great by doing 5,000 things 10 times each. You get great by doing 10 things 5,000 times each. That's the secret of getting great.

Slogans

Advertising *slogans* are short, often memorable phrases used in advertising campaigns. They are claimed to be the most effective means of drawing attention to one or more aspects of a product.

The purpose of the slogan in an advertisement is to leave the key brand message in the mind of the target (that's you). Its goal is to stick: “If you get nothing else from this ad, get this..!” A few well-known examples of these slogans include:

- American Express: “Don't leave home without it”
- Apple: “Think different”
- Wheaties: “The breakfast of champions”
- McDonalds: “You deserve a break today”
- M&M candies: “M&Ms melt in your mouth, not in your hand”

Unfortunately, ad slogans don't always work, usually because they are generic.

Slogans vary from place to place. In many parts of the world they are “slogans”. In the USA, they are tags, or taglines. In the UK, they are endlines, or straplines. Germany prefers claims while France uses signatures. In the Netherlands, they are pay-offs. Slogans are often treated as trade marks (TM in most countries). For legal protection, the line must be registered with the appropriate government trademark office, which then confers the right to use the registered symbol ([®]), and then they get the full protection of the law against poaching. Service marks (SM in the US) are simply trademarks for services rather than products.

A perfectly-formed tagline should fulfill several criteria. First, it should be *memorable*. Memorability has to do with the ability the line has to be recalled unaided. A lot of this is based on how much the line has been used over the years. Alliteration (Jaguar: “Don't dream it. Drive it.”), coined or made-up words (Louis Vuitton: “Epileather”), puns, and rhymes are good ways of making a line memorable.

A good tagline should include a *key benefit* of the product for the potential buyer: “Engineered like no other car in the world” does this beautifully for Mercedes Benz. “Britain’s second-largest international scheduled airline” is a “so what” statement for the late Air Europe. You might well say “I want a car that is engineered like no other car in the world,” but it is unlikely that you would say “I want two tickets to Paris on Britain’s second-largest international scheduled airline!” There’s a well-known piece of advice in the world of marketing: “sell the sizzle, not the steak.” It means to sell the benefits, not the features.

In addition, a good tagline should *differentiate the brand*: “Heineken refreshes the parts other beers cannot reach” does this brilliantly. It’s a classic. The line appears in seemingly impossible situations, such as a deserted expressway in the rush hour, with the line “Only Heineken can do this”. The line should depict a characteristic about the brand that sets it apart from its competitors, such as these lines that deliver differentiation:

- British Rail: “We’re getting there”
- Cheese Council: “Anyway you please it, cheese it”
- Timex: “Takes a licking and keeps on ticking”
- Metropolitan Home: “Mode for your abode”

A good tagline should also *recall the brand name*. What’s the point of running an advertisement in which the brand name is not clear? If the brand name isn’t in the tagline, it had better be firmly suggested. Nike dares to run commercials that sign off only with their visual logo (the Swoosh). The word Nike is unspoken and does not appear. This technique forces the viewer to say the brand name.

One of the best techniques for bringing in the brand name is to make the tagline *rhyme* with it:

- “Don’t be vague. Ask for Haig.”
- “It needn’t be hell with Nicotinell.”
- “See the USA in your Chevrolet.”
- “You’ll wonder where the yellow went when you brush your teeth with Pepsodent.”

The competitive edge is lost when the brand name is not the rhyme. Examples include “A Mars a day helps you work, rest, and play,” and “We will sell no wine before its time (Paul Masson).” It could easily be “An apple a day helps you work, rest and play,” or “Ernest and Julio Gallo will sell no wine before its time.”

An effective tagline should *impart positive feelings about the brand*: All the lines mentioned previously do this, some more than others. “Once driven, forever smitten,” for example, or “Coke is it!”, or America’s Newport cigarettes: “After all, if smoking isn’t a pleasure, why bother?” Negative taglines as negative book titles don’t sell the product.

Quite importantly, a good tagline should *not be usable by a competitor*. A competitor should not be able to substitute a brand name and use the line. Many slogans have absolutely no competitive differentiation, such as “Simply the Best”. You could add any brand name to the line and it would make sense. Slogans that are apple-pie clearly suffer a weakness. Examples include “For those who value excellence” (Henredon Furniture), “We make it better” (Singer), or “We make it happen” (Unisys).

Usually, slogans are created as advertising copy by professional writers among whom writers of serious literature, such as novelists may be found at times.

Extreme Advertising

“How to make sure your company really gets noticed”

From airborne blimps to eye-catching subway, bus and car “wraps”, advertising is getting more and more extreme. The tactics may not be new, but there’s been a boom in oversize

outdoor ads recently as online companies seek to rise above the din of dot-com ads in broadcast and print outlets.

The most effective extreme advertising supplements a broader, often more straightforward marketing plan that resonates with larger corporate and product positioning strategies. “Extreme” measures are implemented when they’re the best way to reach a target audience.

But keep in mind the medium’s design constraints. Experts recommend extreme advertising when you have a highly targeted message that can be easily conveyed in a few keywords. “Once you start marketing outdoors, if [the ad is] too busy, it doesn’t work,” says Frank Podany, president of AK Media, and outdoor media provider.

And just because you have a huge space to cover doesn't mean you can go wild with text and graphics. The best ads convey a simple message in an eye-catching and pleasant manner. “Whether it’s on a bus or in print, communication is hard,” says Burkey Belser, president of Greenfield Belser, a Washington graphic design firm. “It’s important to keep it simple.” Think of a bus speeding along a city street at 40 miles an hour, then design your ad accordingly.

Another design challenge of extreme media is the ad’s placement. With so-called transit wraps of see-through plastic around vehicles, you’re obviously working on an odd-shaped canvas. Elements like windows, doors, tire wells and vents can create a veritable obstacle course for the graphic designer to work around – or work into – the final design.

Because of extreme advertising’s differences from traditional media, you may need to turn to specialized graphics agencies.

Despite the challenges, oversize ads can produce a better return on investment than more traditional options.

Extreme advertising is growing apace with dot-coms’ marketing budgets, as companies struggle to be seen and heard. “People pay attention to it because they don’t expect it – it gets in your face,” says Dan Cerutti, CEO of Veridigm, a marketing performance-management company in Maynard, Mass. “It’s an alternative to these crazy television and radio ads to drive awareness.”

Even if the company is new to the scene, such advertising can pay off if it’s part of a larger strategy to raise brand awareness, and if it feeds back into the company’s overall mission. One example is San Francisco’s Gazoontite.com, a retailer aiming to be a one-stop shop for asthma and allergy sufferers. The company’s extreme efforts include a Gazoontite bus illustrated with giant dust mites that cruised San Francisco’s Financial District for several months last year. A new bus wrap program is hitting both San Francisco and New York this spring.

Bus and taxi wraps, first seen in the mid-1990s, replaced the time-consuming, labor-intensive and costly approach of hand painting. The wraps are adhesive-backed vinyl, produced with high-resolution imaging technology and printing. SuperGraphics, a Sunnyvale, Calif., graphics production company uses wide-format color printers with 3M Scotchprint systems. The result is a photorealistic, self-adhesive vinyl that adheres to – and can be removed from – a vehicle, supposedly without damaging the paint. One-way vinyl is used on the vehicle’s windows.

However innovative these media plans may be, “extreme for extreme’s sake” isn’t the way to go. Instead, the ideas conveyed should feed directly back to a company’s strategy. “It’s good to have extreme advertising, but make it relevant to your mission. I think some people miss that loop,” says Gazoontite’s Yu.

Extreme methods are popular among marketers not only for their buzz factor, but also because they’re often less costly than traditional advertising while more effective at cutting through the noise. Yu says billboards on San Francisco Bay Area’s heavily traveled Highway

101 run from \$60,000 to \$80,000 per month, while wrapped San Francisco buses cost only \$10,000 each per month.

Although the price per view may seem attractive, level-headed marketing decisions still need to be made. Properly executed as part of a larger media plan with well-defined goals, says Veridien's Cerutti, "[extreme media is] a hell of a lot more effective than running television ads and counting hits."

To Die For... WHY JOURNALISTS RISK ALL

Chris Hedges was sprinting down a road in the Gaza Strip, just ahead of some young Palestinians carrying Molotov cocktails whom he had been interviewing, dodging bullets fired by Israeli soldiers, when he concluded that he could no longer be a war correspondent. It was at this moment, in the fall of 2000, after twenty years of being shot at, shelled, bombed, ambushed, and taken prisoner, that Hedges, a reporter for The New York Times, made "a very conscious decision to stop." Others, like Ian Stewart, an AP reporter who was shot in the head in 1999 in Sierra Leone, stopped when they were wounded. The sixteen journalists featured on the next two pages didn't get to make that decision. They lost their lives in Iraq. Which raises the question: If physical and emotional injuries and death can end such careers, then what starts them? Why do some journalists risk all?

Perhaps the main motive is simple: "I've been a storyteller my whole life and war is a big story," says John Laurence, who covered the Iraq conflict primarily for Esquire and has covered sixteen wars, beginning with Vietnam. But there are other reasons, including the need to make a mark. Laurence saw that in the two other reporters he traveled with in Iraq. One was on her first big story for a Latin-American newspaper. The other was a photographer "who came to try and prove himself."

Stewart, for one, did not set out to become a war correspondent when he graduated from journalism school in 1991. He reported from more than forty countries and covered the wars in West Africa in the late 1990s because "it was the hottest story then." Shortly after the coup in Sierra Leone, he and Myles Tierney, an AP Television News producer, were ambushed by rebels in their car. Tierney died instantly; Stewart was given a 20 percent chance of living. Today, his left arm is paralyzed. Stewart says that many war reporters, including himself, are in denial about the danger. "It happens," he says, "but it was never going to happen to you."

Stewart's uncle, Brian Stewart, one of Canada's most accomplished foreign correspondents, helped instill in him the belief that journalists are at the front line of history. Michael Kelly, the late editor of The Atlantic Monthly and columnist for The Washington Post, also was drawn to war, at least in part, as a matter of conviction. "He was an advocate of this war," says John Fox Sullivan, publisher of the Atlantic. "So he really felt a responsibility to cover it." Kelly was killed when the Humvee in which he was riding came under enemy fire and swerved into a canal. Lieutenant Colonel Rock Marcone told the National Journal: "Mike begged me to get him up front for the assault on the airfield, and I finally agreed. That was what Michael wanted to do. He was going to get his story."

Kelly must have understood something of what Hedges gets at in his new book, *War Is A Force That Gives Us Meaning*, when he explains that reporters get addicted to the emotional intensity. "There's a close-knit fraternity of war correspondents," Hedges says. "Courage is very highly looked upon. You earn your way into it."

Not all war reporters are looking to be part of this mostly male fraternity. Judith Matloff describes herself as "accidental conflict reporter." In the early 1980s, Matloff was doing research in Mexico and began writing free-lance pieces. She joined Reuters, and eventually covered forty-seven countries, half of which were in conflict, as Africa bureau chief for The

Christian Science Monitor. "People who are in this for the thrill, that's the wrong motivation," she says. "War is a huge part of the human experience." To cover it, she says, "You have to have a big heart, moral vision, and never lose sight of your humanity."

But is it worth it, after all? "After 9/11, everyone in the newsroom was fighting to go to Afghanistan," says Maria Ramirez, twenty-five, a contributor to El Mundo, Spain's second largest daily. But then one El Mundo reporter was killed in Afghanistan, another in Israel, and later a third in Iraq, and suddenly there were no more volunteers. "There is no story worth a life," she says.

Yet the world does need to see and understand its armed conflicts. After covering World War II, the CBS correspondent Eric Sevareid told his radio listeners, "The war must be seen to be believed, but it must be lived to be understood." John Laurence agrees. "If no one was risking their lives for this war, then the public wouldn't be informed," he says. "If we're not willing to do that, then the idea of a free press has quite a defect, and democracy would really cease to exist. There have to be some risks worth dying for. Being a good reporter is one of them"

Mexico – It's more dangerous than you think... for journalists

Finally some one is paying attention to the growing power of the drug cartels in Mexico.

Several years back the SPJ joined with other journalism groups around the world to raise concerns about the number of journalists being killed or intimidated by organized crime forces along the U.S.-Mexican border.

In the past 8 years - as the IFJ statment below points out - 24 journalists have been killed.

Former IJC co-chair Roberty Buckman reported a couple of years ago on the intimidation of border journalists.

Newspaper buildings were attacked with bombs and drive by shootings.

The families of journalists along the border - even those who just handled the police blotter beat - were threatened.

Mexico is the most dangerous place for journalists in this hemisphere.

The SPJ once stood with the IAPA, the IFJ and other groups in not only offering words of encouragement to our colleagues in Mexico but we also called on the U.S. government to do more to pressure Mexico to bring the criminals to trial.

To their credit, the Mexican govenrment has been waging a large-scale war against the drug lords.

The latest victim is the national leader of that battle.

Edgar Eusebio Millan Gomez was killed outside his home in Mexico City May 7.

The shooting clearly marks a new phase in the war against the drug lords of Mexico. A war that has been going on for years but whose victims were hundreds of unnamed people along the border and a couple dozen reporters. Too bad no one bothered to give these people's deaths front page coverage.

The Washington Post and CNN stories on the Gomez shooting talked about the growing problem and the efforts to get the druggies under control. Yet nowhere in their stories was even a mention that the main reason we know so much about what the drug barons of Mexico are doing is because of the work of brave journalists – some of whom were killed becuae of that work.

Would it have been so hard to mention that 24 journalists were killed and anothuer 8 reporters are missing because of the drug lords?

Hell, I will bet damn few American journalists – except for a handful – know how dangerous Mexico is for our profession.

Maybe we can't get folks in our profession to understand the links between Main Street and the rest of the world thanks to the bean counter mentality of local, local, local. But local now includes the world.

Does anyone really think the drugs these guys in Mexico process are being sold to Mexican in Mexico?

We owe a great debt to the brave journalists in Mexico who are risking their lives to expose the criminal society taking hold along our border. We also owe a debt to the Mexican government that is trying to get rid of this vermin.

Too bad it takes the dramatic shooting of a prominent figure to finally get the story up front.

How much you want to bet there will be little or no follow up in the American media?

Dan Kubiske

Statement by the International Federation of Journalists

May 08, 2008

IFJ and FEPALC Call for Investigation into Disappearance of Mexican Journalist

The International Federation of Journalists (IFJ) and its regional organization, FEPALC, today called on Mexican authorities to launch a full investigation into the disappearance of Jorge Carrasco Taracena, a journalist and reporter working for the television channel Televisa.

Carrasco Taracena was last seen on April 30, according to Televisa. He usually covered crime, police news and other local issues for the channel during the nighttime and early morning hours.

“Carrasco Taracena joins a list of at least 24 other dead and eight missing journalists in Mexico in the last eight years,” said Gregorio Salazar, Director of the IFJ Latin America Office, “a country which, in this sense, has shown the bleakest outlook for journalism on our continent.”

Recently an international joint mission of press freedom organizations and journalists visited Mexico to investigate the challenges journalists face as they are increasingly the victims of organized crime, corruption and official failure to punish their murderers. Journalists there also need more support from professional groups, other media and civil society to fight against the impunity that those responsible for attacks on their colleagues enjoy.

“The grave fears for what has happened to Jorge Carrasco,” said Manuel Méndez, president of FEPALC and a member of the Mexico mission, “come in a country, where the number of killed and missing journalists is not only the greatest in Latin America but also raises questions about the lack of alarm that official institutions are showing.”

The IFJ and FEPALC said they will not cease in their efforts until they can reverse the trend that has made Mexico one of the most dangerous countries for journalists in the world.

To Be a Journalist in Iraq

The International Women's Media Foundation awarded its “courage in journalism awards” yesterday to women who risk their lives covering the news. One award was given to six Iraqi women who work in the McClatchy Newspapers bureau in Baghdad, a job so dangerous that they cannot take the chance of being photographed, not even in the Grand Ballroom of the Waldorf-Astoria Hotel on Park Avenue.

Speaking for the six, Sahar Issa had a powerful message that we wanted to share with our readers:

“To be a journalist in violence-ridden Iraq today, ladies and gentlemen, is not a matter lightly undertaken. Every path is strewn with danger, every checkpoint, every question a direct threat.

“Every interview we conduct may be our last. So much is happening in Iraq. So much that is questionable. So much that we, as journalists, try to fathom and portray to the people who care to know.

“In every society there is good and bad. Laws regulate the conduct of the society. My country is now lawless. Innocent blood is shed every day, seemingly without purpose. Hundreds of thousands have been killed for seemingly no reason. It is our responsibility to do our utmost to acquire the answers, to dig them up with our bare hands if we must.

“But that knowledge comes at a dear price, for since the war started, four and half years ago, an average of about one reporter and media assistant killed every week is something we have to live with.

“We live double lives. None of our friends or relatives know what we do. My children must lie about my profession. They cannot under any circumstance boast of my accomplishments, and neither can I. Every morning, as I leave my home, I look back with a heavy heart, for I may not see it again – today may be the day that the eyes of an enemy will see me for what I am, a journalist, rather than the appropriately bewildered elderly lady who goes to look after ailing parents, across the river every day. Not for a moment can I let down my guard.

“I smile as I give my children hugs and send them off to school; it’s only after they turn their backs to me that my eyes fill to overflowing with the knowledge that they are just as much at risk as I am.

“So why continue? Why not put down my proverbial pen and sit back? It’s because I’m tired of being branded a terrorist: tired that a human life lost in my country is no loss at all. This is not the future I envision for my children. They are not terrorists, and their lives are not valueless. I have pledged my life — and much, much more, in an effort to open a window through which the good people in the international community may look in and see us for what we are, ordinary human beings with ordinary aspirations, and not what we have been portrayed to be.

“Allow me, ladies and gentlemen, allow me to reach out. Help us to build bridges of understanding and acceptance. Even though the war has cast a dark shadow upon your nation and mine – It is never too late.

Mass Media in a Changing World

Mass media in Russia of the 21st century has gone through fundamental changes in comparison with the mass media in the years of perestroika (1986–91) and in the 1990s of the 20th century. If the period stated above was marked by a genuine revival of the free mass media after a no-freedom decades in the country, when it was turned into a means of informing the public and a means of feedback connection between the country and the authorities, the first 8 years of the 21st century redirected the newly started process of mass media formation in their essential meaning dramatically, reversing it to the traditionally Soviet role of ‘a propagandist and agitator’ of ‘the one and the only rightful’ way appointed by the authorities once again positioned above the people.

The creation of the (internal as well as external) enemy image has always been the main concern of the authorities who tried to consolidate the population. Mass media has always been one of the tools of such creation, alongside with the behavior and actions of the authorities; mass media in its different manifestations that have been changing together with the growth of technology starting with print to electronically based media – radio at first, and

now-television. Television today is the most powerful source of manipulation of public consciousness (and not in Russia only). The system of power established in the 2000s, being aware of this fact, has strategically put this instrument under the control of the 'axis of power', which basically meant not only control over the federal channels, but also over the local ones through the liquidation of election of local authorities. The traditional mass media – radio and printed media – were not at all ignored either. The attempts of the latter to loosen the control were suppressed by the ruling powers in different ways, including violence and assassinations of editors and journalists.

In the process of the internal enemy image creation through adopting anti-constitutional laws, displaying non-profit organizations as paid agents of the external enemy, the West, the ruling authorities set the goals for the controlled mass media to unite the nation in such a vital business.

On government-controlled television the citizens, enthralled by the TV-box, can see how the country is 'rising from its knees', 'shedding tears over fiction' in endless serials and is slightly irritated with glamour and ostentatious merchant aplomb of the newly rich representatives of the minority in our extremely separated society.

On the TV screen we see that our military power revives in the face of the external enemy: strategic bombers TU-160 and TU-95 patrol over the western Atlantic, the remains of the Soviet Navies visit the Latin American allies of Russia, show its flag in the Mediterranean and even threaten pirates of the 21st century in remote gulfs.

Intelligence services regularly uncover the spies enlisted by the external enemy and the western diplomats who carry out 'activities incompatible with their status' when scattering archaic hiding place on Moscow lawns.

We are being demonstrated the success of the country which at last have pulled hard on high technologies, first of all on the ever so fashionable 'nannos'. The promised 'nanno'-money has excited quite a number of vigorous citizens who were not at all aware of nanotechnology, so that they start to push away teams and experts who have been engaged in the process for decades from the 'nanno'-feedbox.

We, who have lived here long enough, do remember the 'national programmes' propagandized by the power and its mass-media: maize, virgin soil, BAM...

Today let's return construction teams, voluntary police helpers from the oblivion and show them on TV... As the saying goes: feel the difference (if there is one).

Mass-media, by means of the power and self-censorship of the 'statesmen' involved, have returned to 1930s–1980s which has complicated, if not eliminated, the dialogue of cultures, so important for the development of a civil society. Alongside of this process of degradation of mass-media as a feedback mechanism (the parliamentary mechanism has been destroyed as 'not an appropriate place for discussions') there appeared and grew, between the ruling power and the society, the Internet that was brought from the West and is hard to supervise as a means of mass communications. Here, like anywhere in the liberated printed media at all times and in all countries, it is full of slops, indecent and antisocial stuff, including fascist sites and blogs, and simply gibberish.

But like in old days the reasonable analyses are presented together with discussions on economic, political, cultural problems which you know where are not appropriate. And there where they are not appropriate the hardly literate 'servants of the people' inexperienced in the field of modern information technology, are busy inventing a stranglehold for this Internet. They point out at China and the North Korea where they seem to have invented it. Actually the only way remaining is to destroy physically all this hardware in the country, thus returning it to the informational Middle Ages.

And now with the crisis, this diversion of the external enemy who has decided to freeze his own ears to spite mom, having run into a deep financial and economic collapse. And he

has done this so dexterously that the depth of the crisis in the West has appeared not so deep as what we are experiencing. So dexterously that we have not noticed it at first. Mass-media informed us on their pitiful state, and on our blossoming one, as the isle of stability, of no devaluation, of peaceful sleep. And now we have woken up to learn that the devaluation is more than 50 per cent, share indexes fell by 75 per cent (in the USA by 40 per cent), slump in production with half of it in metallurgy, the enterprises stop, dismissals happen etc., etc.

At the same time the Government that had relieved itself from the responsibility to co-ordinate the budget of 2009 with the rudimentary Parliament, built the budget based on the dollar price of 24.7 roubles (today it is more than 33 roubles), planned gross national product growth of 6 per cent (now announced a possible recession of 2 per cent) and the barrel price of 95 dollars (while today it is about 50). And instead of the predicted proficiency of the budget of 3.7 per cent, they admit its deficiency of more than 7 per cent.

How are the mass media getting ready for the spring-summer season of 2009 when the financial crisis that began in the autumn turned now into an economic and is bound to turn into a social one? It is just the proper time for 9th International Likhachov Scientific Conference of 2009 to include into the plenary and workshop sessions topics of mass-media in the changing world. The mass media today is a very mighty power, and it's important to know who employs it!

APPENDIX 2

РАБОТА ПО ПОДГОТОВКЕ МУЛЬТИМЕДИЙНОЙ ПРЕЗЕНТАЦИИ

Мультимедийные презентации используются для того, чтобы выступающий смог на большом экране или мониторе наглядно продемонстрировать дополнительные материалы к своему сообщению, эти материалы могут также быть подкреплены соответствующими звукозаписями.

Рекомендации по созданию презентации

Презентация не должна быть меньше 10 слайдов.

Первый лист – это **титульный лист**, на котором обязательно должны быть представлены: название проекта; название организации; фамилия, имя, отчество автора; факультет; научный руководитель.

Следующим (2-ой) слайдом должно быть **содержание**, где представлены основные этапы (моменты) презентации. Желательно, чтобы из содержания по гиперссылке можно перейти на необходимую страницу и вернуться вновь на содержание.

Дизайн-эргономические требования: сочетаемость цветов, ограниченное количество объектов на слайде, цвет текста.

Последними слайдами презентации должны быть глоссарий и список литературы.

Практические рекомендации по созданию презентаций

Создание презентации состоит из трех этапов:

Планирование презентации – это многошаговая процедура, включающая определение целей, изучение аудитории, формирование структуры и логики подачи материала.

Планирование презентации включает в себя:

- Определение целей.
- Сбор информации об аудитории.
- Определение основной идеи презентации.
- Подбор дополнительной информации.
- Планирование выступления.
- Создание структуры презентации.
- Проверка логики подачи материала.
- Подготовка заключения.

Разработка презентации – методологические особенности подготовки слайдов презентации, включая вертикальную и горизонтальную логику, содержание и соотношение текстовой и графической информации.

Репетиция презентации – это проверка и отладка созданной презентации.

Требования к оформлению презентаций

В оформлении презентаций выделяют **три блока**: оформление слайдов (см. Таблицу 1) и представление информации на них (см. Таблицу 2), подготовка сопровождающего доклада (клише прилагаются см. Таблицу 3). Для создания качественной презентации необходимо соблюдать ряд требований, предъявляемых к оформлению данных блоков.

Таблица 1

Стиль	Соблюдайте единый стиль оформления Избегайте стилей, которые будут отвлекать от самой презентации. Вспомогательная информация (управляющие кнопки) не должны преобладать над основной информацией (текстом, иллюстрациями).
Фон	Для фона предпочтительны холодные тона
Использование цвета	На одном слайде рекомендуется использовать не более трех цветов: один для фона, один для заголовка, один для текста. Для фона и текста используйте контрастные цвета. Обратите внимание на цвет гиперссылок (до и после использования).
Анимационные эффекты	Используйте возможности компьютерной анимации для представления информации на слайде. Не стоит злоупотреблять различными анимационными эффектами, они не должны отвлекать внимание от содержания информации на слайде.

Таблица 2

Содержание информации	Используйте короткие слова и предложения. Минимизируйте количество предлогов, наречий, прилагательных. Заголовки должны привлекать внимание аудитории.
Расположение информации на странице	Предпочтительно горизонтальное расположение информации. Наиболее важная информация должна располагаться в центре экрана. Если на слайде располагается картинка, надпись должна располагаться под ней.
Шрифты	Для заголовков – не менее 24. - Для информации не менее 18. Шрифты без засечек легче читать с большого расстояния. Нельзя смешивать разные типы шрифтов в одной презентации. Для выделения информации следует использовать жирный шрифт, курсив или подчеркивание. Нельзя злоупотреблять прописными буквами (они читаются хуже строчных).

Объем информации	Не стоит заполнять один слайд слишком большим объемом информации: люди могут одновременно запомнить не более трех фактов, выводов, определений. Правило большого пальца: 36 символов на слайде.
Виды слайдов	Для обеспечения разнообразия следует использовать разные виды слайдов: с текстом; - с таблицами; с диаграммами.

Таблица 3

Starting the presentation	Good morning/Good afternoon ladies and gentlemen • The topic of my presentation today is ... • What I'm going to talk about today is ...
Why you are giving this presentation	• The purpose of this presentation is ... • This is important because ... • My objective is to ...
Stating the main points	• The main points I will be talking about are : ◇ Firstly, ◇ Secondly, ◇ Next, ◇ Finally ... we're going to look at ...
Introducing the first point	• Let's start / begin with ...
Showing graphics, transparencies, slides, etc.	• I'd like to illustrate this by showing you ...
Moving to the next point	• Now let's move on to ...
Giving more details	• I'd like to expand on this aspect/problem/point ... • Let me elaborate on that. • Would you like me to expand on/elaborate on that?
Changing to a different topic	• I'd like to turn to something completely different ...
Referring to something which is off the topic	• I'd like to digress here for a moment and just mention ...
Referring back to an earlier point	• Let me go back to what I said earlier about ...
Summarizing or repeating the main points	• I'd like to recap the main points of my presentation: ◇ First I covered ... ◇ Then we talked about ... ◇ Finally we looked at ... • I'd now like to sum up the main points which were : ◇ First ... ◇ Second, ◇ Third,

Conclusion

- I'm going to conclude by ...
 - ◇ First ...
 - ◇ Second,
 - ◇ Third,

- In conclusion, let me ...
 - ◇ First ...
 - ◇ Second,
 - ◇ Third,

Questions

- Now I'd like to invite any questions you may have.

РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ АННОТАЦИИ К СТАТЬЕ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация — это независимый от статьи источник информации. Ее пишут после завершения работы над основным текстом статьи. Она включает характеристику основной темы, проблемы, объекта, цели работы и ее результаты. В ней указывают, что нового несет в себе данный документ в сравнении с другими, родственными по тематике и целевому назначению. **Рекомендуемый объем — 150-200 слов.**

Аннотация выполняет следующие функции:

- позволяет определить основное содержание статьи, его релевантность и решить, следует ли обращаться к полному тексту публикации;
- предоставляет информацию о статье и устраняет необходимость чтения ее полного текста в случае, если статья представляет для читателя второстепенный интерес;
- используется в информационных, в том числе автоматизированных, системах для поиска документов и информации.

Аннотации должны включать следующие моменты:

- вступительное слово о теме исследования;
- цель научного исследования;
- описание научной и практической значимости работы;
- описание методологии исследования;
- основные результаты, выводы исследовательской работы.
- ценность проведенного исследования (какой вклад данная работа внесла в соответствующую область знаний);
- практическое значение итогов работы.

В аннотации не должен повторяться текст самой статьи (нельзя брать предложения из статьи и переносить их в аннотацию), а также ее название.

В аннотации должны излагаться существенные факты работы, и не должна содержать материал, который отсутствует в самой статье.

В тексте аннотации следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных грамматических конструкций. Он должен быть лаконичен и четок, без лишних вводных слов, общих формулировок.

Аннотация по международным стандартам имеет структуру: ***Introduction, Methods, Results, Discussion.***

How to write the abstract:

- Step 1: Summarize all paper sections and define section headings.
- Step 2: Summarize Introduction in 1-2 sentences.
- Step 3: Summarize Methods in 1-2 sentences.
- Step 4: Summarize Results in 1-2 sentences.
- Step 5: Summarize Discussion in 1 sentence.
- Step 6: Write simple, clear and short sentences.
- Step 8: Include the main keywords of your paper in the abstract.
- Step 9: Avoid references, sources and abbreviations in the abstract.

Основные штампы (key-patterns) аннотаций на английском и русском языках

- 1. The article (paper, book, etc.) deals with... - Эта статья (работа, книга и т.д.) касается...
- 2. As the title implies the article describes.... - Согласно названию, в статье описывается...
- 3. It is specially noted... - Особенно отмечается...
- 4. A mention should be made... - Упоминается...
- 5. It is spoken in detail... - Подробно описывается...
- 6. ...are noted - Упоминаются...
- 7. It is reported... - Сообщается...
- 8. The text gives a valuable information on.... - Текст дает ценную информацию...
- 9. Much attention is given to... - Большое внимание уделяется...
- 10. The article is of great help to ... - Эта статья окажет большую помощь...
- 11. The article is of interest to... - Эта статья представляет интерес для...
- 12. It (the article) gives a detailed analysis of - 12. Она (статья) дает детальный анализ...
- 13. It draws our attention to... - Она (статья, работа) привлекает наше внимание к...
- 14. The difference between the terms...and...should be stressed - Следует подчеркнуть различие между терминами ...и...
- 15. It should be stressed (emphasized) that... - Следует подчеркнуть, что...
- 16. ...is proposed - Предлагается...
- 17. ...are examined - Проверяются (рассматриваются)
- 18. ...are discussed - Обсуждаются...
- 19. An option permits... - Выбор позволяет...
- 20. The method proposed ... etc. - Предлагаемый метод... и т.д.
- 21. It is described in short ... - Кратко описывается ...
- 22. It is introduced - Вводится ...
- 23. It is shown that - Показано, что ...
- 24. It is given ... - Дается (предлагается) ...
- 25. It is dealt with - Рассматривается ...
- 26. It is provided for ... - Обеспечивается ...
- 27. It is designed for - Предназначен для ...
- 28. It is examined, investigated ... - Исследуется ...
- 29. It is analyzed ... - Анализируется ...
- 30. It is formulated - Формулируется ...
- 31. The need is stressed to employ... - Подчеркивается необходимость использования...
- 32. Attention is drawn to... - Обращается внимание на ...
- 33. Data are given about... - Приведены данные о ...

34. Attempts are made to analyze, formulate ... - Делаются попытки проанализировать, сформулировать ...
35. Conclusions are drawn.... - Делаются выводы ...
36. Recommendations are given ... - Даны рекомендации ...

Образцы клише для аннотаций на английском языке

- The article deals with ...
- As the title implies the article describes ...
- The paper is concerned with...
- It is known that...
- It should be noted about...
- The fact that ... is stressed.
- A mention should be made about ...
- It is spoken in detail about...
- It is reported that ...
- The text gives valuable information on...
- Much attention is given to...
- It is shown that...
- The following conclusions are drawn...
- The paper looks at recent research dealing with...
- The main idea of the article is...
- It gives a detailed analysis of...
- It draws our attention to...
- It is stressed that...
- The article is of great help to ...
- The article is of interest to ...
- is/are noted, examined, discussed in detail, stressed, reported, considered.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО НАПИСАНИЮ РЕФЕРАТА

В системе стандартов реферат можно рассматривать как сжатое изложение основной информации первоисточника на основе ее смысловой переработки. В научной литературе встречается термин «преси» (от фр. **precis**). В английском языке в этом значении употребляются слова **summary**.

Требования к написанию реферата

- текст реферата *не должен* содержать интерпретацию содержания документа, критические замечания;
- текст реферата должен отличаться лаконичностью, чёткостью, убедительностью формулировок, отсутствием второстепенной информации;
- текст реферата начинают фразой, в которой сформулирована главная тема документа. Сведения, содержащиеся в заглавии и библиографическом описании, не должны повторяться в тексте реферата;
- в тексте реферата следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных грамматических конструкций;

- в тексте реферата следует применять стандартизированную терминологию; необходимо соблюдать единство терминологии в пределах реферата;
- допускается транскрипция (транслитерация) собственных имён;
- объём текста реферата определяется содержанием документа (количеством сведений, их научной ценностью).

Языковые клише для написания реферата:

1. The title of the article.
 - The article is headlined...
 - The headline of the article I have read is...
 - As the title implies the article describes.....
2. The author of the article, where and when the article was published.
 - The author of the article is...
 - The author's name is....
 - Unfortunately the author's name is not mentioned ...
 - The article is written by...
 - It was published in ... (on the Internet).
 - It is a newspaper (scientific) article (published on March 10, 2020 / in 2020).
3. The main idea of the article.
 - The main idea of the article is...
 - The article is about...
 - The article is devoted to...
 - The article deals (is concerned) with...
 - The article touches upon the issue of...
 - The purpose of the article is to give the reader some information on...
 - The aim of the article is to provide the reader with some material on...
4. The contents of the article. Some facts, names, figures.
 - The author starts by telling (the reader) that...
 - The author (of the article) writes (reportstates, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... /draws reader's attention to...
 - Much attention is given to...
 - According to the article...
 - The article goes on to say that...
 - It is reported (shown, stressed) that ...
 - It is spoken in detail about...
 - From what the author says it becomes clear that...
 - The fact that ... is stressed.
 - The article gives a detailed analysis of...
 - Further the author reports (writes, statestresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... /draws reader's attention to...
 - In conclusion the author writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... /draws reader's attention to...
 - The author comes to the conclusion that...
 - The following conclusions are drawn:

УНИВЕРСАЛЬНЫЙ ШАБЛОН ДЛЯ НАПИСАНИЯ ЭССЕ

Абзац	Предложение	Образец	
1. Вступление (introduction)	Обозначение проблемы	Nowadays,	the problem of ... causes great argument and controversy.
		In today's world,	the issue of ... is considered to be a matter of common concern/the main concern of ...
	Комментарий к проблеме	Some people believe that ... while others think...	
		On the one hand, ... on the other hand ...	
	Риторический вопрос	Where is the truth?	
		Who is right?	
2. Выражение собственного мнения	Тезис	In my opinion, ...	
		As for me, I believe that...	
		My personal view is that...	
	1 аргумент	To begin with,	
		To start with,	
		Firstly,	
	2 аргумент	What is more,	
		Furthermore,	
		Secondly,	
	3 аргумент	Finally,	
		Additionally,	
		Thirdly,	
3. Выражение противоположного мнения	Тезис	However, there exists another point of view on this issue.	
		Nevertheless, one can consider this problem from another angle.	
	1 аргумент	First of all,	
		The first thing to be considered is ...	
	2 аргумент	Another fact is that ...	
		Besides,	
4. Несогласие с мнением оппонентов	Тезис + 1-й контраргумент	Despite my respect for this opinion, I cannot share it because ...	
		Nevertheless, I cannot agree with this statement, because...	
	2-й контраргумент	Moreover, one should not ignore the fact that...	
		Finally, ...	

5. Заключение		In conclusion,	I would like to say that	the problem of... is still to be discussed.
		Taking into consideration all mentioned above,		It is impotant to understand...
	Вывод	As far as I am concerned, the point is to...		

УНИВЕРСАЛЬНЫЙ ШАБЛОН ЭССЕ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Nowadays, the problem of ... causes great argument and controversy. Some people believe that ... while others think Who is right?

In my opinion, ... To begin with, ... What is more, ... Additionally, ...

However, there exists another point of view on this issue. First of all, ... Besides, ...

Despite my respect for this opinion, I cannot share it because... .

In conclusion, I would like to say that the problem of ... is still to be discussed. As far as I am concerned, the point is to...

107 слов

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CONTENTS

Unit 1. WORLD JOURNALISM.....	3
Unit 2. SOCIAL MEDIA.....	19
Unit 3. WHAT’S NEWS?.....	28
Unit 4. THE ART OF INTERVIEWING.....	42
APPENDIX 1.....	58
APPENDIX 2.....	78
REFERENCES	87

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