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Учебно-методические материалы включают тексты и комплекс упражнений коммуникативного характера. Аутентичные материалы по проблематике работы журналистов направлены на обучение студентов навыкам чтения литературы по специальности «Журналистика».

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Part I. TOPICS FOR DISCUSSION

Unit 1. THE INTERNET: GOOD OR EVIL?

1. Language focus

Match a word in the box with a definition to find out what you know about computers.

Are you a “computer nerd” or a “technophobe”?

a modem	a computer nerd	a disk	a mouse	the Internet	cyberspace
a technophobe	a cyberbuddy				

- a. a person who doesn't like modern machines, especially computers
- b. a computer system which allows millions of computer users around the world to exchange information
- c. a piece of electronic equipment that allows information to be sent along telephone wires from one computer to another
- d. a friend who you only ever communicate with through computers
- e. a small object which you move with your hands to give instructions to a computer
- f. a flat piece of plastic you use for storing computer information
- g. the imaginary place where electronic messages, information pictures, etc. exist when they are sent from one computer to another
- h. someone whose life is dominated by computers

2. Reading

Task 1. Read the text about the advantages and disadvantages of the Internet and match the following headings with the paragraphs.

INTERNET ADVANTAGES

- Entertainment
- Online Services
- E-commerce
- Information Resources
- Faster Communication
- Social Networking

The Internet is without doubt one of the most important inventions in history. It was started in 1968 by the US government, but at first it was used mainly

by scientists. Since 1990, when the World Wide Web was created, it has changed the world and its uses are growing every day. With the advent of Internet, our earth has virtually reduced and has attained the form of a global village.

Internet has tremendous potential and a lot to offer in terms of services. However, like every innovation in science and technology, Internet has its own advantages and disadvantages. Let's see what they are.

The main target of the Internet has always been speedy communication. Newer innovations are only going to make it faster and more reliable. Now, you can communicate in a fraction of second with a person who is sitting in the other part of the world. For more personal and interactive communication, you can use the facilities of chat services, video conferencing and so on. Besides, there are plenty of messenger services. With the help of such services, it has become very easy to establish a kind of global friendship where you can share your thoughts and explore other cultures.

Information is probably the biggest advantage that Internet offers. Any kind of information on any topic under the sun is available on the Internet. The search engines like Google, Yahoo are at your service. There is a huge amount of information available on the Internet, ranging from government law and services, trade fairs and conferences to market information, new ideas and technical support. The list is simply endless.

Students and children are among the top users who surf the Internet for research. Today, it is almost required that students should use the Internet for research. Teachers have started giving assignments that require extensive research on the Internet. Besides, you can have an access to the latest researches in the field of medicine, technology and so on.

Entertainment is another popular reason why many people prefer to surf the Internet. Downloading games or just surfing the celebrity websites are some of the uses people have discovered. Even celebrities are using Internet effectively for promotional campaigns. Besides, there are numerous games that can be downloaded from the Internet for free.

One cannot imagine an online life without Facebook or Twitter. Social networking has become so popular among young people that it might one day replace physical networking. It has developed as a great medium to connect with millions of people with similar interests. Apart from finding long-lost friends, you can also look for a job, business opportunities on forums, etc. Besides, there are chat rooms where users can meet new and interesting people. Some of them may even find their life partners.

Internet has made life very convenient. With numerous online services you can now perform all your transactions online. You can book tickets for a movie, pay utility bills, taxes, etc., right from your home. Some travel websites plan an itinerary as per your preferences and take care of airline tickets, hotel reservations, etc.

The concept of e-commerce is used for any type of business deals that involves the transfer of information across the globe via Internet. You name a service, and e-commerce will make it available at your doorstep. Websites such as eBay allow you to buy, sell or auction stuff online.

INTERNET DISADVANTAGES

- Virus Threat
- Pornography
- Theft of Personal Information
- Social Disconnect
- Spamming

If you use the Internet for online banking, social networking or other services, you may risk a theft to your personal information such as name, address, credit card number, etc. Unscrupulous people can access this information through unsecured connections or by planting software and then use your personal details for their benefit. You may have serious trouble.

Spamming refers to sending unwanted e-mails in bulk, which provide no purpose and needlessly obstruct the entire system. Such illegal activities can be very frustrating for you as it makes your Internet slower and less reliable.

Internet users are often troubled by virus attacks on their systems. Virus programs are inconspicuous and may get activated if you click a seemingly harmless link. Computers connected to Internet are very prone to targeted virus attacks and may end up crashing.

It is perhaps the biggest disadvantage of Internet. Internet allows you to access and download millions of pornographic photos and videos. It can be harmful for children and teenagers.

Thanks to the Internet, some people now only meet on social networks. More and more people start living in virtual world and ignoring their friends and family. Even children prefer to play online games rather than go out and play with other kids. This may harm a healthy social development in children.

Thus, the Internet has the potential to make your life simple and convenient, as well as have a negative influence on you. A lot depends on people themselves, their choice. The trick is to learn to control how you use the Internet. If you do it, you can manage to use its unlimited potential to your benefit.

Task 2. Find the English equivalents to the following:

a. важное изобретение, создать всемирную сеть, виртуально уменьшиться, огромный потенциал, основная цель/задача интернета, обеспечить более быстрое и надежное общение, интерактивное общение, знакомиться с другими культурами, быть доступным в интернете, поисковая система, огромное количество информации, иметь доступ к последним исследованиям, переходить с одного сайта на другой, скачивать игры бесплатно, социальные сети, заменить физическое общение, многочисленные интернет услуги, заказать билеты прямо из дома, передача информации через интернет, электронная торговля;

b. банковские операции через интернет, иметь доступ к личной информации, присылать электронные сообщения в большом количестве, незаконные действия, кликать (щелкать) ссылку, подсоединенные к сети компьютеры, подвержены вирусным атакам, сломаться, благодаря интернету, жить в виртуальном мире, причинить вред развитию ребенка, отрицательно влиять на, использовать безграничный материал интернета себе во благо.

Task 3. Match the two halves to make up correct sentences.

1. Thanks to the Internet
2. You can communicate
3. With the help of chat services
4. Students and children surf the Internet
5. You have an access
6. Celebrities use the Internet
7. There are numerous games
8. Social networking is so popular
9. With numerous online services
10. You may have a serious trouble
11. Sending unwanted e-mails in bulk
12. Virus problems may get activated
13. More and more people live in virtual world
14. If you learn to control how you use the Internet

- a. to the latest researches in different fields
- b. you can make friends with people around the world

- c. that it may replace physical communication
- d. makes your Internet slower and less reliable
- e. for research
- f. you can use its unlimited potential to your benefit
- g. with a person sitting in the other part of the world
- h. for promotional campaigns
- i. you may perform all your transactions online
- j. if unscrupulous people access your personal info for their benefit
- k. if you click a seemingly harmless link
- l. our earth has reduced
- m. ignoring their family and friends
- n. that can be downloaded from the Internet for free

3. Speaking

Task 1. Have you learnt anything new about the Internet from the text? Can you add some more general information about the world wide web?

Task 2. Rate the advantages of the Internet. Which of them are

- the most popular
- the most interesting
- the most beneficial?

Task 3. Which of the disadvantages are

- the most psychologically harmful
- the most dangerous
- the most troublesome?

Task 4. Expand on the following statements.

1. The Internet has changed our world greatly.
2. It has become easier to communicate with the appearance of the Internet.
3. The Internet is a great source of information.
4. It provides people with entertainment.
5. Social networking online is an essential part of life for more and more people.
6. The Internet has made our daily life more convenient.
7. Parents must control their children using the Internet.
8. Computers connected to the Internet may crash.
9. Doing business through the Internet is risky.
10. Don't blame the Internet, blame yourselves.

4. Activity

Task 1. Do some Internet research and make a list of websites which can be recommended

- to children
- to music lovers
- to students who major in your future specialty
- to those who want to know more about arts
- to people who are interested in sports

Comment on each site and explain your choice.

Study the following as an example.

I searched the Internet and found out that there are a lot of sites for children. www.timeforkids.com is a website for children, their parents and teachers. First you should subscribe giving your personal information. Then you log in to access quizzes, photos and videos. You may read news, watch film and cartoon trailers. Teachers can download or order teaching materials. There is even home delivery but it is available for US teachers only.

There are mini-sites within this site. They are devoted to different subjects, for example Earth Day, Harry Porter News, Summer Book Review and many others. You click each category and find subcategories there. So there is a lot of interesting and useful information on www.timeforkids.com

Task 2. Role-play the situation.

Student 1.

You are a strong opponent of the Internet considering that it's a waste of time and people can easily live without it. You think that your friend is addicted to the net. Persuade him/her to stop using it so much.

Student 2.

You are a great supporter of the Internet. You may sit there for hours. You have lots of friends around the world. You also download a lot of different information from the net. You cannot imagine your life without it. Try to convince your friend that he/she is wrong.

Unit 2. BELARUS IN THE WORLD

1. Reading

Task 1. Can you decipher the following abbreviations:

NATO, WHO, UNO, IMF, EU, WTO, UNESCO, INTERPOL, UNDP

Task 2. Answer the following questions.

1. When did Belarus become a sovereign country?
2. Is Belarus a member of the UNO/NATO/UNESCO/EU?
3. Which countries does Belarus cooperate with most of all?

Task 3. Read the text on the position of Belarus in the world.

Belarus became a sovereign country just about 20 years ago. So it's a young country. To become successful and prosperous in the modern world where international contacts and trade are so important Belarus needs strong ties with other countries.

The geographical position of Belarus can be extremely helpful here. The country is situated just between western and eastern Europe and plays a specific role of a bridge between the European Union and the Russian Federation. Historically we have quite strong ties with Russia, for Belarus used to be part of the Russian Empire and later a part of the Soviet Union. And these ties remain strong. Belarus cooperates with Russia in practically all spheres of life such as politics, science, industry, trade and culture. Since it became independent Belarus has always strained to make the relations between the two countries even closer. After the collapse of the USSR Belarus together with Russia directly participated in the creation of the Commonwealth of Independent States (the CIS). Creation of this political structure led further to the creation of other alliances and treaties with Russia and other former countries of the USSR. Such close cooperation has positive results for Belarus and Russia remains the biggest trade partner of our country.

Another important thing to mention is that Belarus is an important market for the world's economies. Foreign investments to Belarusian economy are of great importance to us. Thanks to them we can organize new industries which give more jobs to people. Belarus has trade relations with many countries in Europe, Asia and Latin America.

As a sovereign country, Belarus enjoys full rights and is active on the foreign arena. From the moment of setting up the United Nations Organization (UNO) Belarus as one of its constituent member-states takes an active part in the work of this association, its organs and institutions. Belarus regularly sends its delegations to the sessions of the UNO General Assembly, has its permanent delegation and its own staff in it. Belarus is a member of some international specialized organizations, commissions, funds and other bodies.

On the initiative of Belarus international organizations have adopted a number of important decisions, particularly on the punishment of war criminals, on education of young people based on the ideas of peace and friendship among nations. Belarus has signed many treaties, agreements, protocols and conventions

on cooperation with other countries in various fields. Many times Belarus has been the place of international meetings, such as UNO seminars.

Belarus keeps strengthening and broadening its ties with other countries. Its public organizations have established direct contacts and exchange delegations with trade unions, youth, women's and sports organizations of these countries. Fruitful are the activities of the Belarusian Society for Friendship and Cultural Relations with foreign countries. It maintains contacts with many organizations in many countries.

Task 4. Give the English equivalents to the following:

суверенная страна, стать успешной и процветающей, международные контакты и торговля, торговый партнер, иметь тесные связи/сотрудничество с, сотрудничать в сфере политики, науки и культуры, распад СССР, создание СНГ, иностранные инвестиции в экономику Беларуси, пользоваться всеми правами, на международной арене, принимать решения, по инициативе Беларуси, подписать договор, продолжать укреплять и расширять связи, общественные организации, поддерживать отношения с.

Task 5. Complete the sentences using the text.

1. Belarus needs strong ties with other countries to
2. The geographical position of Belarus can be extremely helpful and Belarus can play
3. Historically we have quite strong ties with Russia as
4. After the collapse of the USSR Belarus together with Russia
5. Thanks to foreign investments to Belarusian economy we can
6. From the moment of setting up the United Nations Organization Belarus
7. On the initiative of Belarus
8. Belarus has signed
9. Belarus keeps
10. Belarusian public organizations have established

2. Speaking

Speak on the following topics:

- a) geographical position of Belarus and its role to the country;
- b) the reasons and results of Belarusian-Russian co-operation;
- c) Belarus as an important market for the world's economies;
- d) Belarus and its activity in the UNO.

Unit 3. AROUND BELARUS

1. Reading

Task 1. Read the following and guess what Belarusian cities and towns are described.

This city is a traditional “western gate” of the country. It was first mentioned in 1019. Its name has been changed several times during its history.

Its defensive construction is the main attraction of the city. Its history began in 1842 when the entire city was moved 3 kilometres east and a massive fortress was set up in its place. The fortress made a long defence against the Germans in 1941 and was ruined as a result of severe battles. Although the German army attacked suddenly and the Soviet soldiers were short of supplies and cut off from the outside world, they held out much longer than the Germans expected. After the war the remains of the fortress were turned into a memorial to its defenders.

Some people consider it to be the most beautiful place in Belarus. It's a popular tourist attraction. The castle features wonderfully diverse architecture as well as amazingly beautiful gardens. Since its foundation in 1583 the estate has been rebuilt numerous times by its owners, the Radzivil family. The Church of Corpus Christi, constructed in the 16th century, is one of the most important structures of the complex and is connected to the castle. The Radzivil family renovated the castle interiors in the early 1880s and added a beautiful English style landscape park to the grounds. It's one of the most popular attractions featuring ornamental lakes and amazing landscaping. Other local sights include the Benedictine Monastery and the 16th century Farny Catholic Church.

It's one of the most ancient Eastern Slavic towns. It's the town where the Belarusian statehood and Orthodoxy originated. Its first written mentioning dates back to 862. It was the capital of one of the largest European principalities, the peer and rival of Kiev and Novgorod. In the Middle Ages it became part of the Grand Duchy of Lithuania. It was a big trading centre due to its favourable geographic position, various waterways and land trade routes. The town was a birthplace for the first Belarusian canonized woman, great enlightener of Belarus. She founded churches, convents and monasteries which became centres of enlightenment. Francisk Skarina was born here as well. All in all, the town has about 130 historical, cultural and architectural sights. The town is dominated by the Cathedral of Saint Sophia in the centre. It's probably the oldest church in Belarus. It's a baroque architecture with towers used as a concert hall with an organ.

Task 2. Read and translate the text. Give its summary.

The World Heritage List includes 936 properties forming part of the cultural and natural heritage. They have outstanding universal value. Mir Castle Complex, Belovezhskaya Pushcha, the Radziwill Family Palace at Nesvizh are included in this list.

Mir Castle Complex

Mir Castle is an exceptional example of a central European castle. Gothic, Baroque, and Renaissance styles blend harmoniously to create an impressive monument.



The construction of this castle began at the end of the 15th century in the Gothic style. Later it was extended and reconstructed, first in the Renaissance style when it passed to the Radziwill family. A three-storied palace was built along the eastern and northern walls. Its plastered facades were decorated with limestone portals, plates, balconies and porches. Then some Baroque style features were added. The castle suffered severe damage during the Napoleonic period and was restored at the end of the 19th century, with the addition of a number of other elements and the landscaping of the surrounding area as a park.

Near the castle is the Chapel-Crypt of the Dukes of Svyatopolk-Mirsky. Its facade is decorated with a mosaic panel depicting the image of Christ. The ruins of the main palace building are situated at the eastern outskirts of the complex and are not currently in use.

This monument is under UNESCO's auspices.

Belovezhskaya Pushcha

This immense forest range, consisting of evergreens and broad-leaved trees, is home to some remarkable animal life, including rare and interesting mammals. The forest dates back to 8000 BC and is the only remaining example of the original forests, which once covered much of Europe.



These wilderness areas are inhabited by European bison, a species reintroduced into the park in 1929, elk, stag, roe deer, wild boar, lynx, wolf, fox, marten, badger, otter, beaver and numerous bats. The avifauna (птицы) includes corncrake, white-tailed eagle, white stork, peregrine falcon and eagle owl.

The site contains elements of northern and southern flora. 26 tree and 138 shrub species have been recorded.

The Reserve was added to the World Heritage List in 1992 and internationally recognised as a Biosphere Reserve under UNESCO's Man and the Biosphere Programme in 1993.

A new attraction in the Belarusian part of the Reserve is a New Year museum and the residence of Ded Moroz (the East Slavic counterpart of Santa Claus). Thousands of tourists visit this museum.

The Belarusian part of the reserve also became the place where the Accords were signed by leaders of Ukraine, Russia and Belarus to dissolve the USSR.

The Architectural, Residential and Cultural Complex of the Radziwill Family at Nesvizh



It is located in central Belarus. The Radziwill dynasty, who built and kept the ensemble from the 16th century until 1939, gave birth to some of the most important personalities in European history and culture. Due to their efforts, the town of Nesvizh came to exercise great influence in the sciences, arts, crafts and architecture. The complex consists of the residential castle and the mausoleum Church of Corpus Christi. The castle has ten interconnected buildings, which developed as an architectural whole around a six-sided courtyard. The palaces and church became important prototypes marking the development of architecture throughout Central Europe and Russia.

The principal building of the complex is the palace, which occupies the centre of the east side of the inner yard. It dates from the 16th century, and was enlarged in the 18th century. This is a three-storey building on an almost square floor plan. The ground floor, originally used as a treasury, has preserved the 16th-centu-

ry vaults. On the first floor the interiors date from the 18th and 19th centuries. The south side of the court has the three-storey Residence building, built in the 16th century, with a tower. The north side has a corresponding Arsenal building, which also used to house a chapel.

Corpus Christi Church lies in the eastern part of the town of Nesvizh, next to the street leading to the castle. Among the most valuable fittings are the tomb of Krzysztof Radziwill (1607) and the altar of Holy Cross (1583) by the Venetian sculptors Girolamo Campagna and Cesare Franco. The vaults of the church have frescoes by Ksawery D. Heski from 1852-53. Under the church there is a crypt with the coffins of 72 members of the Radziwill family, dating from the 16th-20th centuries. The church is surrounded by an 18th-century boundary wall.

Antoni Radziwill and his French wife Maria de Castellane renovated the interiors in 1881-86. They also designed and built the romantic landscape park around the castle complex. During the first world war the building suffered damage and destruction. In 2001 restoration work began.

Now the romantic remnants of the former residence of the Sapega tycoon family are a gem decorating the landscape.

2. Speaking

Task 1. There are different types of tourism:

- ecotourism
- religious tourism
- battlefield and historical tours
- business tourism.

Read the list of sights and decide what category they match. Give some information about each sight if possible.

1. The National Library complex
2. The Braslav Lakes National Park
3. The Khatyn Memorial
4. The Monastery of the Holy Dormition in Zhirovichi
5. Buinichskoye field near Mogilev
6. The Glory Mount
7. The national park “Narochanskiy”
8. St. Sofia Cathedral in Polotsk

Task 2. Answer the questions.

1. Is Belarus a nice place to visit? Why?
2. What is Minsk famous for? What sights are worth seeing?
3. What castles and palaces are there in Belarus?
4. Which regional cities would you recommend to visit? Why?

5. Why do many tourists go to Polotsk?
6. Is your native place worth visiting? What are its sights?
7. Can the beauty of our nature attract tourists to Belarus? What can they enjoy in Belarus?
8. What places in Belarus are connected with world famous people?

3. Activity

Project “Going Around Belarus”

Work in groups of 4-5. Work out the itinerary of a trip around Belarus. Consider the following points:

- what sights to see, where they are located and what their working hours are if there are any;
- how to get to the places of interest and how long it will take, how much it will cost;
- where to find accommodation and have meals.

Stage 1: Distributing responsibilities.

You may find it convenient to distribute the tasks among the members of the group. But first of all decide together where you will go.

Students 1, 2, 3. You will act as guides. So learn as much as possible about the sights. You are also to decide in what order to see them.

Student 4. You are to find out how you can get to your destinations and how much it will cost. Suggest a few alternatives (by bus, train or car, hitchhiking, on foot) with pros and cons of each way of travelling.

Student 5. Your task is to provide your groupmates with accommodation and meals. Find out where you can stay and have meals and how much it will cost.

Stage 2. Looking for information.

Look for the appropriate information in the Internet. Browse the websites of the related museums, travel agencies, hotels. Discuss the information you have gathered and make up your itinerary.

Stage 3. Preparing a presentation.

You are to present your itinerary in class. Use some visuals to make your presentation more impressive and memorable. It may be done with the help of the Powerpoint program or you may make brochures with photos and hand them out.

Stage 4. Making a presentation. Rating.

After all the projects have been presented, decide which itinerary is

- the most interesting
- the cheapest/the most expensive

- the longest/the shortest.

If possible, choose what categories of tourists (schoolchildren, students, families with children, elderly people, foreign tourists) your itinerary suits best. Explain why.

Unit 4. ECOLOGY: SOLUTIONS

1. Language focus

Task 1. Match a word in the box with a definition.

Trash recycling landfill oxygen raw materials methane ash

- a gas that has no colour or smell, present in air, necessary for most animals and plants to live
- things that you throw away, such as empty bottles, used papers, food that has gone bad
- the soft grey powder that remains after something has been burned
- the process of treating used materials so that they can be used again
- a place where waste is buried under the ground
- a gas that you can not see and smell, which can be burned to give heat
- substances in a natural state, not prepared for use

Task 2. Explain the following:

Domestic waste, industrial waste, solid waste, dangerous waste, e-waste

Task 3. Put the following in the correct order:

- to recycle waste
- to produce waste
- to sort out waste
- to collect waste

2. Reading

Task 1. Read the text.

RECYCLING

Today the problem of waste is one of the most actual problems. The population of the planet is growing. And people are consuming more and more. As a result we produce mountains of trash.

Waste is

- dumped in landfills,
- burnt,
- recycled.



Landfills take a lot of space and they pollute the environment. Much of the waste will never decompose. Some specialists explored the landfills and found the hotdogs buried there several years ago. It can be explained by the lack of oxygen in landfills, as a result microorganisms cannot decompose waste in such conditions. But when organic waste decomposes a lot of methane is produced and it contributes to global warming.

Some people think burning waste is a good alternative to landfills because we get rid of waste and produce energy. Nowadays this practice is quite popular. For example they burn 23% of the waste produced in cities in Japan, 9% in the USA and 50% in Sweden. There are 50 plants burning the waste in Germany.

But they forget that a lot of toxic substances are released into the atmosphere. Toxic ash is landfilled and contaminates soil and water.

Recycling is a great way to reduce waste. A lot of waste is recyclable today: paper, glass, metal, plastics. Specialists say that recycling will be one of the leading industries in the 21st century.

The advantages of recycling are the following:

- less money is spent on landfilling and burning of the waste
- industry gets cheap raw materials
- the environment isn't so polluted
- we save resources for future generations
- new working places (at recycling plants) appear.

As for Belarus 3 million tons of waste is created in our country every year. Each person produces 300 kilograms of waste. Only 35% of the industrial waste and 5% of the domestic waste is recycled. There are no large recycling plants in Belarus. Some companies do recycling. For example, there is some equipment which is used to produce fuel bricks. They process wood waste and get ecologically clean products which don't contain harmful substances and take little space.



There is more and more electronic and electrical waste today. They call it e-waste. In Belarus “BelVTI” is a leading company recycling e-waste but they take waste only from enterprises.

A state program on collecting and recycling of used materials was adopted in Belarus in 2009. They are planning to build recycling plants in all towns with the population of more than 100 000. There is a project of building a plant in Minsk. It will recycle solid domestic waste and produce energy. It is very important for Belarus which has little power resources.

German and Austrian companies will invest in building a plant in Minsk where glass waste will be sorted out.

What can you do?

- Use plastic bags as little as possible. They are very harmful to the environment and our health.
- Buy recyclable products with minimal packaging.
- Use accumulators instead of disposable batteries, electronic thermometers instead of mercury ones. It will reduce the amount of dangerous waste.
- Sort your domestic waste and throw it away into special containers for paper, glass and plastic.

Task 2. Answer the questions.

1. Why is the problem of waste actual today?
2. How can people dispose of waste?
3. What are the arguments against landfilling?
4. What are the advantages and disadvantages of burning the waste?
5. What is recycling? What products are recyclable?
6. Why is recycling a good solution to the problem of waste?
7. Is recycling done in Belarus? Are there many recycling plants here?
8. What is the government policy in this sphere?
9. Why is recycling important in our country?
10. What can people do to reduce the problem of waste?

Task 3. Do the questionnaire and see if you are environmentally friendly.

20 questions - Have you ever...

Fill in the gaps with the proper verb in the Present Perfect.

e.g. Have you ever separated the trash into organic/inorganic, paper/plastic, etc.?

join, watch, organize, throw, be, use, take, leave (2), plant, persuade, burn, separate, catch, build, get, donate, pick up, buy (2)

- _____ the trash into organic / inorganic, paper / plastic etc? YES/NO
- _____ your paper, metals etc. for recycling? YES/NO
- _____ lights on after you have left a room in your house? YES/NO
- _____ a youth environmental group in your school area? YES/NO
- _____ environmentally friendly products? YES/NO
- _____ rubbish behind you after a picnic? YES/NO
- _____ parent use dangerous chemicals on the soil and not stopped them? YES/NO
- _____ rubbish in your garden on a sunny day? YES/NO
- _____ your parent to drive you less than a kilometre to school / to a friend? YES/NO
- _____ endangered flowers? YES/NO
- _____ habitats for wild animals in your garden or local park? YES/NO
- _____ Greenpeace or another eco-organisation? YES/NO
- _____ trees and flowers in your community? YES/NO
- _____ products from endangered animals or fur clothes? YES/NO
- _____ money to the environmental needs?
- _____ on a demonstration about an environmental issue?
- _____ rubbish in the street? YES/NO
- _____ your bicycle or your legs instead of a car? YES/NO
- _____ your parents to buy energy-saving lamps? YES/NO
- _____ fish using a net or breaking some regulations? YES/NO

Scores

20-15 You are an eco warrior.

15-10 You are aware of the need to save the planet.

10-5 You are quite indifferent to the environment and the problems man faces. You are “brown”.

5-0 You are doing a lot of damage to the environment. Stop!

Task 4. Study the text about some famous people who take care of the environment.

Leading Green Celebrities Players

Cate Blanchett: plans to equip Sydney Theatre Company building with solar panels, rainwater collection systems to make it completely eco-friendly. Her Sydney home is fully powered by solar energy, donates to Forest Guardians.

Pierce Brosnan: focuses on marine mammal and wetland protection, headlined Natural Resources Defense Council campaign against effects of Navy sonar on whales, awarded 1997 Green Cross International Environmental Leadership Award.

Leonardo DiCaprio: started the Leonardo DiCaprio Foundation in 1998 to promote environmental issues, drives a hybrid car, wrote and produced a documentary on global warming called “11th Hour”.

Harrison Ford: vice chairman of Conservation International, has a Central American ant named after him, won the Global Environmental Citizen Award in 2002.

Daryl Hannah: arrested in June 2006 for staging a 23-day tree sit-in during a bid to preserve an urban community garden in Los Angeles, traveled across America in 2005 in a biofuel car.

Josh Hartnett, Orlando Bloom, Maroon 5: promoting 2007 Global Cool initiative to cut carbon emissions by encouraging people to turn off TVs, mobile-phone chargers and other energy-draining gadgets.

Alanis Morissette: campaigns against oil drilling in Alaska; has solar panels on home.

Brad Pitt: co-creator of design competition to build 20 affordable, reduced energy, environmentally friendly homes in New Orleans.

Sting: founder in 1989 of Rainforest Foundation to protect rain forests and their indigenous peoples.

Task 5. Answer the questions.

1. Why do celebrities take care of the environment?
2. Is their activity important? Why?
3. Which of the celebrities donates money to environmental organizations?
What organizations are mentioned in the text?
4. Which of them is an environmental organisation member?
5. Which of them is concerned about power resources? What does he/she do to help solve the problem?
6. Which of them is worried about wildlife?
7. Do you know any other famous people who are concerned about ecology?

3. Writing

Fill in the table. Follow the given example.

#	Ecological Problem, Its Effects	Its Causes	Solutions
1	Acid rain It's a kind of air pollution. When it gets into lakes it kills plants and fish. Experts say about its harmful effect on animals.	It's a mixture of water and chemicals released into the air by industrial plants and transport.	Industrial plants which are the main source of harmful emissions must install purifying filters.
2			

4. Activity

Project “Save the Planet!”

Stage 1. Study the local press to find out what are the most actual ecological problems in our region.

Stage 2. Do research and find solutions to the ecological issues.

Stage 3. Prepare a presentation. Think what visuals you may use to make your presentation more impressive.

Stage 4. Present your project in class. Be ready to answer your teacher’s and group mates’ questions.

Stage 5. Evaluate the other projects. Decide which of them can really do good to the local environment.

Unit 5. ALMA MATER

1. Reading

Task 1. Study the topical vocabulary.

Academic year, to apply to the university, applicant, to admit to the university, admission to the university, to attend classes, five-year course, curriculum, credit-tests, extra-curricular activity, degree, Bachelor’s/ Master’s degree, diploma, full-time/ extramural students, to enter the university, exams, entrance examinations, to take/ to pass exams, faculty, first-year student, graduate, graduation, to graduate from the University, grant (scholarship), higher education, lecture, lecturer, to major in (to specialize in), postgraduate student, postgraduate study (course), research, to make research in, seminars (practical classes), scientific, session, speciality, subject, to study by correspondence/ full-time, tuition fee, term (semester), thesis, to defend a thesis, to train specialists, undergraduate

Task 2. Read and translate the text.

OUR UNIVERSITY

I am a first-year student of the Faculty of Economics and Law at Mogilev State University named after Arcady Kuleshov. It is one of the oldest and biggest higher educational establishments in Belarus.

I’d like to give a brief account of the University’s history. Our University was founded in 1913 and was called Mogilev Teachers’ Training Institute. The first graduation of teachers took place in 1916. At that time the staff included only 8 teachers. The Institute got a status of a higher educational establishment in 1918.

Postgraduate study began in 1934. The Institute became one of the biggest higher educational establishments of Belarus in the 1950s. With time passing new faculties were opened, for example in 1949 Physics and Mathematics Faculty was founded, Physical Training Department appeared in 1981 and Biology Faculty has existed since 1990. The Institute was named after A. Kuleshov in 1978. In 1997 Mogilev State Pedagogical Institute was renamed into Mogilev State University. Since 1998 the University has trained specialists for various fields besides pre-school and school education.

At present there are 10 faculties at the University: Physics and Mathematics, History, Economics and Law, Pedagogical, Slavonic Philology, Foreign Languages, Education and Psychology of Childhood, Natural Sciences, Physical Training, Preparatory Department. They train specialists in 31 specialities. The number of students is more than 7500 people. More than 50 per cent of them are full-time students. They are all taught by more than 450 lecturers and teachers most of whom have academic degrees.

The University has a well-stocked library with about half a million books. There are proper facilities and resources for learning at laboratories, libraries, specially equipped classrooms. The University is housed in 4 buildings. It also has sports complexes, a stadium, 3 hostels, 2 canteens and a café, a few museums.

The admission to the University is by examination. Tuition is free of charge for those who have passed the entrance exams most successfully. Others pay for their education. The tuition fees are rather high but as the proverb says money spent on brain is never spent in vain. Besides tuition fees can be reduced for those students whose exam marks are excellent.

The University course lasts 5 years. An academic year is divided into two terms. The students attend lectures and practical classes, work at the libraries and laboratories to make reports and course papers. They are given a good grounding in major subjects. Besides them the curriculum includes other subjects which provide general and cultural education, e.g. foreign languages, the history of Belarus, arts, physical training, etc. Each term ends in an examination session. The students who pass exams successfully get a scholarship. In order to obtain practical experience all the students have practical training at different educational establishments, enterprises, offices.

A lot of attention is paid to sports at our University. The students can go in for football, basketball, volleyball, boxing and other kinds of sport. They can also do other recreational activities. There are numerous societies working within the University. They cover a wide range of interests and activities: literature, foreign languages, arts, archaeology, music, etc.

At the University there are correspondence courses for those who can not study full-time to get a higher education. As a rule these people are above normal

student age (21 and over). Extramural students come to the University twice a year to have classes and an examination session. After they have completed a four- or five-year course of study they get a diploma of higher education.

Every year hundreds of young specialists graduate from our University. Most graduates start working in the field of education, economy, mass media, law, science. Some of them enter postgraduate courses to get more specialized study and to defend a thesis on a chosen scientific problem.

MSU is one of the biggest higher educational establishments of Belarus. It is the centre of education and research in our region. The University has strong links with the Ministry of Education, the National Academy of Sciences and other research institutions. The researches are being made in the field of pedagogics, physics, archaeology, philology and some others.

Task 3. Give the English equivalents to the following and use them in the sentences of your own.

Высшее учебное заведение, студент-второкурсник, был основан/переименован, готовить специалистов, размещается, общежитие, бесплатное обучение, вступительные экзамены, поступить в университет/закончить университет, ходить на занятия, подготовить доклад/курсовую, библиотека с хорошим фондом, профилирующие предметы, получить практический опыт, охватывать широкий круг интересов, учиться на дневном/заочном отделении, работать в сфере образования, экономики, в средствах массовой информации, научное исследование, поступить в аспирантуру, защитить диссертацию, поддерживать связи

Task 4. Fill in the gaps with the prepositions where necessary.

1. She would like to work ... the field of law after she has graduated ... the university.
2. Mark decided to apply ... various universities though naturally he wanted to enter ... Yale University.
3. You'll take two exams ... your third year or they can be placed ... a thesis.
4. Tuition is not free ... charge here and it is ... my means.
5. My elder brother who is in his middle twenties is studying ... university ... correspondence.
6. Our dean pays a lot of attention ... discipline ... the faculty.
7. It will be quite hard to defend a thesis ... the scientific problem you have chosen.
8. At our foreign language lessons we are divided ... three groups.

Task 5. Answer the questions.

1. Where do you study?

2. When was the University founded? What facts from its history do you know?
3. How many faculties are there at the University? In how many specialities are the students trained?
4. How can one enter the University?
5. How long is the course of study?
6. Who are full-time students and extramural students?
7. What subjects does the curriculum include?
8. Where do the students obtain practical experience?
9. Is much attention paid to the students' leisure time? Why?
10. Is tuition free of charge?
11. Where can the University graduates find a job?
12. What is the purpose of postgraduate study?

2. Speaking

Task 1. Prove the following statements.

1. Our University is one of the oldest and biggest higher educational establishments in Belarus.
2. The students can get a profound training at the University.
3. Extra-curricular activities are paid much attention to at the University.
4. Our graduates can be employed in different spheres of society.

Task 2. Speak on the following topics.

1. My typical day at the University.
2. Our faculty.
3. My group mates.

Use the following words and expressions.

1. to study on the first (second) shift, time-table, to have classes in the morning (afternoon), to have one day off, to be located far from (near) home, to get there on foot (by bus), it takes me 15 minutes to get to the university, to come in time, (not) to be late, to apologize to a teacher, to attend classes regularly, to miss classes, a monitor, to check students' attendance, to feel hungry, to have a snack at a café (a University canteen), to go to the library/to browse in the Internet to make a report/a course paper, to be tired but satisfied

2. to be founded, to train specialists in, to major in, a dean, teaching staff, the faculty's famous graduates, major/minor subjects, a course of studies, to take credit-tests and exams, to fail exams and drop out of university, to get practical experience, to have practice at (in), to pay a lot of attention to extra-curricular activities, to organize out-of-class activity

3. atmosphere in the group (friendly, relaxed, tense, hostile, indifferent), to be united, to get on well with, to be divided into sub-groups, group mates: names, age,

character, interests, ambitions, hobbies, what you have in common, what you value and dislike in your group mates.

3. Writing

Write a composition on one of the following topics.

- a. "If I were the rector of our University ..."
- b. "The Value of Education"

4. Activity

Do some research and make up your own list of the best Universities

- in Belarus (group 1),
- in Russia (group 2),
- in the world (group 3).

Present your top 5 or 10 according to the following plan:

1. General background (location, faculties, facilities, famous graduates)
2. System of education, scientific research
3. Conclusion: why you have included it in your top list.

Unit 6. JOB HUNTING: RESUME AND COVER LETTER

1. Reading

Task 1. Answer the questions before you read the text.

- a. Have you ever had a summer job? What did you do? If not, would you like to work part-time while studying or in summer?
- b. How do people look for a job? Where can they get information about vacancies?
- c. What is a resume? Have you ever written it?

Task 2. Read the text. Study a resume sample.

Designing a Resume

A resume, sometimes called a curriculum vitae or CV, is a summary of your career history, the skills and experience you have got.

A good resume should

1. attract attention
2. create a positive impression
3. present your skills and qualities clearly and accurately.

The purpose of the resume is to tell the employer why you should be hired. A good resume will help you to open the door to a job interview.

There are two kinds of resume: employment and academic. The employment resume is typically shorter. The academic resume is used when applying to research bodies, educational organizations, etc. It includes conferences and seminars attended, publications.

The resume may be photocopied and sent off to many employers.

Resume Writing Tips

As you write your resume, keep in mind the following:

1. Use concise language.
2. Minimize or omit everything which is irrelevant.
3. Select and order the main categories so that the most important information is given at the very beginning and will certainly attract the reader's attention.
4. Your resume should be free of mistakes.
5. Ask an experienced person to check your resume.
6. Print your resume on white paper.

A teacher's resume should be a brief written document, which gives evidence that the applicant is a good teacher. In particular, experience in teaching mathematics or science may be of interest to the reader. If you are a beginning teacher, your resume should not be more than one page. If you have two or more years of experience, you may have a longer resume to detail your work experience.

When you describe your experiences in the classroom you should write about your classroom management skills/strategies, the teaching methods you use, any experience with students with special needs, and the interactions with their parents.

You can also write about

- your work experience not related to teaching,
- special skills such as fluency or proficiency in foreign languages, computer skills, etc.
- professional preparation/development: special workshops, seminars that you've attended,
- professional memberships: those professional associations to which you belong. Include any leadership position or committee memberships.

But these elements are optional because your teaching experience is what interests employers of all most.

Resume Sample

Richard Anderson
1234, West 67 Street,
Carlisle, MA 01741,
(123)-456 7890.

Objective: To better facilitate student learning in the area of mathematics.

Education Details:

DiPaul University, Chicago, Illinois.

M.A. (Math), 2002.

Michigan University, Ann Arbor.

B.A. (Psychology), 1998.

Experience:

Teacher (Spring 2002)

Hubert High School, Chicago

- Planned and executed lesson plans for 4 classes: statistics & probability, college geometry, algebra and math concept.
- Inspired students to like their mathematics more.
- Evaluated students' advancement daily in mathematics concepts class.

Teaching Assistant (1999-2001)

Migrant Education Programs

- Taught arithmetic, reading, and physical education to bilingual students.

Tutor (11/2000-11/2001)

Logan Tetragon Tutoring Projects, Chicago

- Educated students in general math and algebra.
- Introduced all students to utilization of graphing calculators. Used chatty Spanish to talk about an importance of mathematics with students.

Glenbrook High School, 2000

- Wrote lecture plans and taught units on the quadratic equations.

Special Skills:

- Expert with a range of math software, including Logo, Derive, Geometer's Sketchpads, and a Geometric Supposer.
- Informal knowledge of Spanish.
- Enthusiastic to contribute in additional activities, particularly debates or speech clubs, environment clubs, and mathematics or computer club.

References: available upon request

Task 3. Answer the questions.

1. What is a resume?
2. What should be written about in a good resume?
3. What are the rules of writing a resume?
4. What is Richard Anderson?
5. What is his job objective?
6. What University did he graduate from? When? What was his major?
7. Did he do a postgraduate course? At what University?
8. What were his responsibilities at Hubert High School, Chicago?
9. What languages does he speak?
10. What is he enthusiastic about?

Task 4. Read the text to find out what a cover letter is.

Cover Letters

A cover letter is sent along with a resume to a company or organization, when applying for a job. It provides some additional information of your special skills. You can also refer to such important points as your main objective to work, your expertise and how enthusiastic you are to be a part of the organization.

These letters are short and precise. They are an introduction to your resume. Take into account the following tips:

- If you know the name of the person hiring you, write directly to them.
- If you know about the job requirement, you can highlight your skills suitable for the job.
- If you have been referred by someone personally, his/her name should be mentioned right in the beginning. References always add a plus point to your resume.

Task 5. Study cover letter samples written by a programmer and a marketing manager.

Wayne Martin,
1444, 66 South Street,
Carlisle, MA 01111,
(111)-456 7899.
Date: May 1, 2005.

Mr. Kendall Simpson,
Hendricks Software,
257, Wenniepeg Avenue,
New York, NY 19995-6999.
Dear Mr. Simpson,

I am writing to introduce myself to you as a student of International School of Technology. I am responding to your advertisement in the local employment news for want of a software programmer for your development section.

As you can see in the enclosed resume, I have a very strong academic background in operating systems combined with two years of research experience in search engine optimization. My recent internship at Major Info systems, New York, allowed me to further develop and strengthen my technical programming skills. I have good hands-on programming experience with languages like C, C++, Java, .Net, PHP and Assembly. I believe that if given the opportunity, I can make a significant and valuable contribution to your firm.

I would appreciate the opportunity to discuss how my education and experience will be helpful to you. I will be calling you tomorrow morning to talk about the possibility of arranging an interview. Thank you for your time and consideration.

Sincerely yours,
Wayne Martin,
ISTech, Manhattan.

Enclosures:

1. Resume – myresume.doc
2. Letter of appreciation by The Head of Department, Computer Science, ISC. – appletter.doc

Chris G. Commander
1314 Poe Lane
Overland Park, KS 66210
Phone: (913) XXX-7913
Email: cgcommander@hotmail.com

September 16, 2011

William I. Babcock

Hiring Manager
ABC Auto Spare Parts Ltd.
2927 Flynn Street
Overland Park, KS 66205

Dear Mr. Babcock,

With a solid marketing background backed by extensive seven years' work experience, and a flair to sell automobile products, I am confident that you will find everything in me that you have posted in the job advertisement for a marketing manager position.

I am an energetic and enthusiastic marketing professional. I believe a marketing manager should have the skills to handle and motivate sales team to achieve the unbelievable. This is where I outshine my competitors with a proven track record of surpassing the sales target each year by 40%.

Apart from management skills, I also have tons of creative ideas to promote and market any types of products. At present, I am handling a team of 25 marketing executives, and taking care of the sales for four different states. I have a Business Administration Degree in Marketing from XXX University.

You can see in my resume, that I was nominated as the sales person of the year for 2008, 09, and 10. If you have an opportunity to meet me, I can explain it in detail about my achievements and things I want to contribute to your company. Please call me anytime as per your convenience.

Yours sincerely,
Chris G. Commander

Enclosure: Resume

2. Writing

1. You are a first-year University student. You want to find a summer job abroad. Choose any sphere you like, maybe the one in which you have some experience (looking after and working with children, programming, gardening). Write a resume and a cover letter.

2. You've just graduated from University and are looking for a job. You've had some experience related to your speciality. Write a resume and a cover letter.

3. Fancy ten years have passed since your graduation from University. You have been working all this time. Now you would like to change your job. Write a resume and a cover letter, describe your imaginary work experience and skills.

Unit 7. STUDENT'S DAY

1. Reading

Task 1. Discuss the following questions.

1. Are you an organized person or not? Do you like to plan carefully in advance or do you prefer to be more spontaneous?
2. Do you have any friends who are very different from you in this respect? Does this cause problems?
3. Do you think age and sex affect how organized people are? Give examples.

Task 2. Now do the quiz in pairs. What do you think your partner's answers show about him/her?

How Organized Are You?

Situation: How do you behave? A or B

1. *You have an important form to fill in and you know it will take two hours to do it properly. It's Tuesday today and you have to hand it in by 9 o'clock on Friday morning.*

- A. You're planning to do it tonight. That will give you time to read it through tomorrow and hand it in on Thursday.
- B. You're going out tonight. You probably will not get down to it until about 10 p.m. on Thursday.

2. *You meet a friend you haven't seen for ages in the street – she suggests a night out together next week.*

- A. You get out your diary to see what you are doing next week, and arrange a meeting.
- B. You agree enthusiastically and promise to ring her tomorrow ... and then forget all about it!

3. *To your amazement, you win \$500 in a competition that you entered.*

- A. You put the money in the bank because you are saving to buy a new computer/car/holiday.
- B. You pay off a few debts, buy some new clothes, take a friend out for a meal to celebrate ... and the money's gone!

4. *It's the end of June. You have two weeks holiday from work at the beginning of August.*

A. You have already booked your holiday and are starting to plan what clothes you need. You've borrowed several tourist guides to the area, and are planning various excursions and trips.

B. You're thinking of going to Greece, but you haven't really looked into it yet. You are going to start phoning travel agents next week.

5. *You have been given an important message for your friend.*

A. You phone him straight away.

B. You're sure to see him in the next few days – you will remember to tell him then.

6. *You have a meeting in another town at 3 o'clock. You know it will take you about 30 minutes to get there.*

A. You leave at 2 o'clock not to be late. You'd like to have enough time to have a coffee and make a few notes before the meeting starts.

B. You leave at 2.35 and hope you don't have any problems on the way. If you are late, you can blame the traffic.

7. *You're about to go on holiday. It's 8 o'clock the evening before. Your friend is picking you up to the airport at 8.30 tomorrow morning.*

A. You've finished your ironing and packing. Now you are going to have a nice bath and an early night, so that you're fresh for the trip tomorrow.

B. You throw clothes into the washing machine and go and have a last drink with a few friends. You are going to pack after that.

Task 3. Add up your partner's score and read the conclusions. Are they the same as your own conclusions?

Conclusions to quiz

Mostly As: you are an extremely well-organized person who has every aspect of life carefully planned. There are many advantages to this. Make sure, however, that you don't become inflexible, or ignore other people's needs because they don't fit in with your plans.

A combination of As and Bs: you try hard to be organized. On the whole you manage to get the balance right, though sometimes you must be more determined about achieving your goals.

Mostly Bs: you are a very spontaneous person who hates organizing and planning ahead. This can have a very positive side – you often have great fun. But you may also miss out on the things other people do because you don't make plans. Be careful, somebody may have more work because of you.

2. Speaking

Act out the dialogues.

1. Student 1: You are 15 minutes late for work. Yesterday night you went out with your friends and went to bed very late. In the morning you overslept and missed your bus to work.

2. Student 2: You are the boss. You are angry with your employee who is often late for work. Ask him/her what's the matter. Think of some punishment for him/her.

Useful phrases

I am so (awfully, very) sorry / Excuse me for being late.

It will never happen again.

What's the matter?

It's the fifth time you've been late this month.

I am sorry to tell you but

Unit 8. YOUTH PROBLEMS

1. Speaking

Comment on the following quotation.

“Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders, and love chatter in places of exercise. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up their food, and tyrannize their teachers.”

Socrates, 469-399 B.C.

2. Reading

Task 1. Read the text.

Problems of the Youth

Youth is a very important period in the life of man. This is the time when a person discovers the world and tries to determine the place in the universe. Young people face lots of problems which are very important for them.

One of the major problems is generation gap or misunderstanding between the young and the old. Every generation is unique. It has its ideals and values. Young people want to be independent while parents try to control and limit them. As a result the young protest and shock their parents with their dress, language, behaviour.

Another problem is drug addiction as well as alcohol abuse and smoking. They ruin young people's health and all their life. As a result they don't have a good job and a family. Today much more girls become pregnant under the age of 18 and have abortions than several decades ago. About one fifth of teenagers, arrested for criminal actions, are younger than 14 years old. Most adults say that it happens

because young people don't know how to spend plenty of free time that they have. That's why they gather in groups in the streets and break the law.

When young people have graduated they start looking for a job. Some cannot find it and become unemployed. Unemployment is another serious problem. It is very actual nowadays. Trying to solve the problem some young people go abroad and look for a job there. Another solution is to upgrade their qualifications or do retraining for another job. It takes time and effort.

Young people can also have problems concerning communication, problems with friends. Today young people can choose between traditional and new ways of communication. The Internet gives a great opportunity of communication. But some young people abuse it and can spend hours in social networks. Such young people do not eat, sleep, work or learn properly. They start ignoring their family and friends. And it is a great problem of the present and future.

It may seem that young people are all unemployed, aggressive and in trouble. But that's not true. I think three quarters of them do more or less what their parents did. They practice sports, visit art schools and attend various study groups. They do their best at school, find some kind of work in the end, and get married in their early twenties. They get on well with their parents, and enjoy family life.

Task 2. Give the English equivalents to the following:

Молодость, определить свое место в мире, проблема отцов и детей, идеалы и ценности каждого поколения, шокировать родителей поведением, наркомания, алкоголизм, нарушать закон, преступные действия, забеременеть до 18 лет, искать работу, безработные/безработица, повысить квалификацию, пройти переподготовку, новые способы общения, злоупотреблять интернетом, социальные сети, не уделять внимание семье и друзьям, ладить с родителями.

Task 3. Answer the questions.

1. Why is youth an important period in life?
2. What is generation gap? What is it caused by? Have you ever had this problem?
3. How should parents treat their children? How should young people behave?
4. Why is drug and alcohol addiction a serious problem? What does it lead to?
What problem do girls face?
5. Why can't some young people find a job? How do they solve the problem?
How can they increase their chances of employment?
6. What are new ways of communication? What harm can they do to young people?
7. What do most young people do in their free time? What do they want to achieve?

Task 4. Rate the problems described in the text from the most serious to the least serious ones. Explain your rating.

e.g. I consider the problem of drug and alcohol addiction the most serious. It may ruin a young man's life completely. As a rule such people have not a permanent job. As a result they have no family. They often break the law trying to get some money. They become rude, aggressive and cruel. Some even commit suicide.

Task 5. Read the text and match its parts with the pictures.

Youth Subcultures



A youth subculture is a youth-based subculture with distinct styles, behaviours, and interests. There are many different types of youth subculture around. The main types of subcultures today are **chav**, **emo**, **punk** and **skinheads**. We can determine which group we think people belong to from their clothes, hairstyle and music they listen to.

The Emo Subculture. The term emo is short for emotional. They listen to a specific genre of music, which is characterised by feelings of vulnerability, despair, nostalgia, heartbreak, hope, and self-loathing. They wear skinny jeans, plimsolls, T-shirts, have long fringes and wear a lot of black make-up. We also stereotypically say that emos harm themselves as they have a lot of emotions inside them.

The Goth Subculture is a contemporary subculture found in many countries. Typical gothic fashion includes dyed black hair, dark eyeliner, black fingernails, black clothing; goths may or may not have piercings. Styles are often borrowed from medieval period and often express pagan, occult or other religious imagery. Usually the public consider goths to be violent, aggressive and cruel and goths, like any other alternative sub-culture, sometimes suffer intimidation and physical violence. But it's a stereotype and most goths are non-violent.

The Punk Subculture. Punk is anticonformity philosophy. They want to stand out and show they don't care what people think of them. Jeans, doc martins, red laces, studded jackets, army pants, safety pins, etc. are all a visible expression of the punks' desire to be non-conformist. Nowadays, however, much of the punk rock music has lost its political meaning in the attempt to be commercial.

The Skinhead Subculture. The Skinhead culture has a variety of subcultures within the culture itself due to the evolution and separation of different groups

of skinheads. The Skinhead subculture originated in the 1960s and was created by the working class community that had a strong fondness for fashion and music. The original skinheads enjoyed listening to soul, blue beat, and rock steady music. Originally, the skinhead subculture was not based on politics or race. We can tell a skinhead from the clothes they wear as they often have shorter hair and a lot of tattoos and wear items – such as high boots, tight jeans, T-shirts, and flight jackets. They are seen as being racist.

Task 6. Answer the questions.

1. What is youth subculture? How do we refer people to a particular subculture?
2. What youth subcultures do you know? Which of them are popular in Belarus?
3. What do you know about goths, emos, punks, skinheads, hippies?
4. Do you or the people you know belong to any subculture?
5. What stereotypes concerning different youth subcultures do the public have? Are they true?
6. What is your attitude to the subcultures described in the text?

3. Activity

Project “My Generation”

Stage 1. Divide into several groups of 3-4.

Stage 2. Make up a questionnaire covering such aspects of life as hobbies, interests, ambitions, relations with friends and parents, work, independence from parents.

Stage 3. Interview your group mates, friends, young people in the street.

Stage 4. Process the information and make some conclusions about the youth today, their values and ideals.

Stage 5. Represent the information using some visuals in class. Be ready to answer the questions of your teacher and group mates.

Part II. TEXTS FOR DISCUSSION

Unit 1. JOURNALISM IS AN IMPORTANT JOB

What makes a good journalist?

“What makes a good journalist?”

Many things. First of all journalist should have a deep and genuine interest in people – good people, bad people (who often make good news!), famous people, humble people, rich people, poor people, old people, young people, Black people, White people – people of every type – everywhere.

A person who has not this interest in other people will never make a good journalist. So if you are not very interested in other people and think that most people are a bit of a nuisance, journalism is not for you.

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

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

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

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

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

EXERCISES

1. Read the text and translate it into Russian.

2. Look through the text and give English equivalents for the following Russian phrases:

быть в классе среди неуспевающих учеников; профессиональная подготовка журналиста; предпочитать короткие слова длинным; стать хорошим журналистом; какие качества важнее, чтобы стать хорошим журналистом; на простом, ясном, понятном английском языке; проводить большую часть дня, беседуя с людьми; лучшая подготовка для профессии журналиста

3. Answer the following questions about the text:

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

4. Read the following sentences and develop the ideas expressed in them by adding one or two sentences logically connected with them:

1. Many things make a good journalist.
2. First of all a journalist must be interested in people of every type.
3. One who has not this interest in people will not make a good journalist.
4. A journalist should have the qualities of sympathy, open-mindedness and an inquiring mind.
5. He needs to have humility.
6. He deals with people.
7. None of us is fond of the man who is a show-off.
8. The journalist must be a well-educated man.

9. He must be able to write in clear, simple, direct language.
10. He must be interested in many subjects but not in just one.
11. Nobody can say what the best qualifications for a career in journalism are.

5. Translate the following word combinations into Russian. Learn the English variants and use them in sentences of your own:

Basic: arguments, facts, principles, issues, industry

6. Answer the questions by choosing one of the alternatives and give reasons for your choice:

1. Why do you think a future journalist should be interested in people?
 - a) to be able to understand their lives better
 - b) to be able to make his articles more understandable
 - c) to be able to make his articles more interesting
 - d) to be able to get more information from people
 - e) to be able to do his work better professionally
2. Why do you think a journalist should be sympathetic towards people?
 - a) to understand people's needs and hopes better
 - b) to help people in every possible way
 - c) to see the other sides of the issue he is writing about
 - d) to avoid hasty ill-informed judgements
 - e) to understand other people's feelings or viewpoints
3. Why do you think a journalist needs humility?
 - a) to be able to get on easily with people
 - b) not to impose his views on people
 - c) to make a favourable impression on people
 - d) to make people talk with him
 - e) to win the respect and Sympathy of people
 - f) to make people favour him with their confidence
4. Who do you think may be considered a well-educated person?
The man who
 - a) has graduated from a university
 - b) is brilliant at many subjects
 - c) is a keen reader of books and newspapers
 - d) has a wide knowledge of international events
 - e) has a good educational background
 - f) is a self-made person with a great range of information in different fields
 - g) can behave appropriately under different circumstances

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

A person who

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

Or a person who is good at

- a) gathering important and interesting information
 - b) speaking foreign languages
 - c) taking interviews
 - d) reporting events
 - e) selecting and presenting news
6. Why do you think a journalist must have an inquiring mind?
- a) to get as much information as possible
 - b) to find out all the details about the event he is reporting
 - c) to be able to understand people and their qualities better
 - d) to be able to see the background of the event he is analyzing.
 - e) to be able to present the event from an unusual viewpoint
 - f) not to make a hasty ill-informed judgement

7. Practise asking questions.

Imagine that you are an editor-in-chief and are interviewing an applicant for a job in your newspaper. Work in pairs. Ask him:

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

8. Express your agreement or disagreement using the following expressions. Give arguments for your viewpoint.

Agreement:

I think so;
I believe so;
Right;
You're right;
I agree with you there.

Disagreement:

I don't think so;
I hardly think ...;
I'm afraid not;
I'm afraid you're wrong;
Nothing of the kind.

Do you agree that

- a) a successful journalist is one who works in a big newspaper?
- b) a hasty answer is one which is given without thinking? without deep knowledge? too quickly (hastily)?
- c) a brilliant pupil is one who knows a little about many subjects? a lot about many subjects? a lot about just one subject?
- d) an open-minded journalist is one who easily changes his opinion?
- e) a person with an inquiring mind is one who asks many questions? reads a lot of books? asks for information? doesn't know anything well?
- f) a clear style is one which contains many short words? expresses the author's ideas clearly? can be easily understood without a great deal of thought?

9. Translate the text with a dictionary. Think and give titles to each of the three parts of the text.

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

A dedicated professional prepared to work long hours for little money to bring the news to their audience? Or someone determined to misquote and cause mischief?

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

Are journalists incorruptible professionals supported by a fearless editor, determined to expose hypocrisy and corruption? Do they place the interests of those who require information above those who seek to conceal it? Or are they people who will print anything to gain more readers or viewers, or further their own career? Or do they recognize their responsibility to see and hear as much as possible and pass on an accurate, unbiased picture to their readers, views and listeners, to allow them to have an informed impression?

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

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

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

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

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

What other tools does he need for his trade? He, or she, needs a quick, inquiring mind, one that is interested in what is going on not only in his/her own locality or even his/her own country but in what is going on in the world at large.

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

What qualities do newspaper editors look for?

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

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

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

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

Unit 2. TRAINING FOR JOURNALISM

Training for Journalism in Britain

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

But today it is not so simple. Would-be journalists need a higher standard of school qualifications before they can get a job in the first place. And then they must agree to follow a course of training laid down by the National Council for the Training of Journalists, and they must pass their examinations.

The NCTJ operates in Britain, but there are similar bodies being established in most countries. In those countries, such as the United States, where a high proportion of youngsters go on from school to college, there are university courses in journalism and the best jobs go to graduates.

Training for journalism in Britain is organized by the National Council for the Training of Journalists which was set up in 1952 as a result of the recommendations of the Royal Commission on the Press (1949). The Council has representatives from newspaper and journalist organizations and four educational representatives, one nominated by the Department of Education and Science.

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

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

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

There are basically two ways of entering the training schemes organized by the NCTJ: either by getting a job on a newspaper and then applying to enter

the training scheme which combines practical journalism with part-time study, or by taking the one-year full-time course organized by the NCTJ.

EXERCISES

1. Read the text and translate it into Russian.

2. Answer the following questions.

1. Why did journalism appeal to young people as a career some time ago?
2. Why did they think that it was enough to have a nose for news, a notebook and pencil, and ambition?
3. How did many famous journalists of today start?
4. Why do senior journalists look back on those days with nostalgia?
5. Why do they sympathise with youngsters?
6. Is the situation in the field of journalism the same today?
7. What do would-be journalists need before they can get a job?
8. What organization supervises the training of journalists in Great Britain?
9. How is the training for journalism organized in the USA and in other countries?
10. When was the NCTJ set up?
11. On whose recommendations was it set up?
12. What organizations are represented at the NCTJ?
13. What are the aims and purposes of the Council?
14. When was the International Council for Advanced Training in Journalism set up?
15. When did the training schemes run by the Council become compulsory for new entrants to journalism?
16. How are the training courses regulated around the country?
17. What is the job of the Regional Committees?
18. Who supervises vocational training?
19. Who conducts proficiency tests?
20. What are the two ways of entering the training schemes organized by the NCTJ?

3. Give Russian equivalents for the following:

long and boring periods of study; journalism appeals to young people; a nose for news; a small-town newspaper; to look back on the days; to make a reputation in the outside world; would-be journalists; a higher standard of school qualifications; to get a job in the first place; to follow a course of training; to lay down a course of training; the chances are very slight; an educational representative; five-member international executive committee; the training and education of journalists; under the auspices; to keep in touch with; to arrange courses; vocational training; experienced journalists; conduct proficiency tests; to enter the training scheme; part-time study; a one-year full-time course.

4. Find the right definition for the following phrases:

- | | |
|----------------------------------|--|
| 1. an experienced journalist | one who holds a university degree |
| 2. a local editor | a person who represents some local organization |
| 3. a foreign correspondent | a person who is higher in rank or authority |
| 4. a senior journalist | a person who takes pictures for a newspaper (a magazine, etc.) |
| 5. a local authority | a person who has gained great experience working as a journalist |
| 6. an educational representative | one who edits a local newspaper |
| 7. a press photographer | one who regularly contributes news or articles to a newspaper from a foreign country |
| 8. a graduate | a person who is elected or appointed to represent educational organizations |

5. Ask questions which could be answered with the following remarks. Work in pairs.

1. Young people entered journalism because it did not seem to need long and boring periods of study.
2. A reporter needed a nose for news, a notebook and a pencil, and ambition.
3. Many journalists began by working on a small-town newspaper.
4. Journalists learnt how to do the job while working on a newspaper.
5. Today would-be journalists need a higher standard of qualification.
6. Nowadays future journalists have to follow a course of training.
7. The course of training is laid down by the NCTJ.
8. In most countries would-be journalists attend university courses in journalism.
9. The NCTJ was set up in 1952.
10. The Royal Commission on the Press (1949) recommended that the NCTJ be established.
11. There are four educational representatives at the NCTJ.
12. Newspapers and journalist organizations are represented at the NCTJ.
13. The Council is to establish standards of qualification for entry into journalism.
14. The International Centre for Advanced Training in Journalism was set up in Strasbourg in 1956 under the auspices of UNESCO.
15. The Council has 15 Regional Committees.
16. The Regional Committees regulate the training courses around the country.
17. The Regional Committees keep in touch with the local educational authorities.
18. They advise local editors on methods of vocational training.

19. Proficiency tests are conducted by experienced journalists.
20. One can get a job on a newspaper and then apply to enter the training scheme.
21. One of the training schemes combines practical journalism with part-time study.
22. A would-be journalist can take the one-year full-time course organized by the NCTJ.

6. Fit the meaning to the word:

- | | |
|-------------------|--|
| 1. an employee | one who is being interviewed |
| 2. a trainee | one who has completed a course at an educational institution |
| 3. an entrant | a person employed for wages |
| 4. a nominee | a person who is undergoing some form of training |
| 5. an applicant | a person who enters a profession competitively |
| 6. a graduate | a person who is nominated for an office or an appointment |
| 7. an interviewee | a person who applies for a position |

7. Read the text about the faculty of journalism in the Lomonosov Moscow State University. Be ready to talk about it in class emphasizing the details you find most interesting.

WELCOME TO THE FACULTY OF JOURNALISM

Moscow State University

History

The Department of Journalism was established in 1947 at the Faculty of Philology, Moscow State University. In 1952 it was reorganized as the independent Faculty of Journalism. About 15,000 mass media specialists who currently work in different central editorial boards, television and radio stations, news agencies in Russia and abroad have been educated at the Faculty of Journalism since that time. More than 500 foreign students from Europe, Asia, Africa and America have graduated from the Faculty of Journalism. More than 300 graduates from the CIS and other foreign countries have studied here. Postgraduate students, holders of the Master's degree, and probationers have an opportunity to continue their studies at the Faculty of Journalism as doctoral candidates.

Courses of Specialization

Students are admitted to specialization in different media: printed media, radio, TV, advertising, PR, publishing, media sociology, photojournalism, media management, etc. They choose also between specialized fields of study: econom-

ics, politics, culture, science, ecology, social problems, religion, sports. There is an independent selection of students for the Department of foreign journalism.

Intensive Course for Media Practice

The students of the 1st and 2nd year have a chance to work as professional journalist staff while producing school newspapers, weeklies, radio and TV programmes in the Centre for Intensive Training. The Centre is equipped with computers, printers (black and colour), copying machines, has an access to Internet and information support from several agencies. Students are trained to be reporters: finding information and checking facts, having contacts with newsmakers, writing and editing news, making scripts and layout.

Practice in Mass Media

Curriculum includes media practice and training in different fields of media: print media, news agencies, radio, TV organizations, advertising agencies. Students spend a lot of time there in practical training as trainees or salaried staff members.

During the 1st and 2nd years of studies they produce the school newspaper *The Journalist* and visit different media organizations. After 2nd, 3d and 4th years of study all students spend a month, practising in a specialized medium: print, radio or TV. During the summer practice students are required to produce a journalistic production in newspapers, radio and TV programs. Evaluation takes place after each training course.

Evening and Correspondence Studies

The 6-year evening and correspondence programmes are structured along the same lines as the general day-form of education.

Postgraduate Course

The postgraduate university-level course lasts 2 years and is designed for professionals with a non-journalistic education. The course aims to provide students with study program of professional cycle generally.

There is a special course for graduate students in marketing and advertising and business journalism.

School of Young Journalists

Faculty of Journalism also provides special courses for school students, future university applicants in Russian language, Russian literature, foreign languages and main principles of journalism.

8. Answer the questions on the text.

1. When was the faculty of journalism founded?
2. Where do its graduates work?
3. Are there foreigners among students?
4. What specialization are students admitted to?

5. When do students have a chance to work as professional journalists?
6. What is the Centre for Intensive Training equipped with?
7. What are students trained to do?
8. When does evaluation take place?
9. How long is the course for students who study by correspondence?
10. Who is the postgraduate course designed for? How long is it?
11. What special courses does School of Young Journalists provide?

Unit 3. CAREERS IN JOURNALISM

Types of Journalism

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

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

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

The National Union of Journalists in Britain represents journalists in a number of disciplines:

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

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

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

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

EXERCISES

1. Read and translate the text.

2. Answer the questions.

1. What do most people associate journalism with?
2. What types of journalists are distinguished in the text? Characterise them.
3. What do researchers/ sub editors/ production staff/ photographers/ picture editors/ cartoonists/ gossip columnists do?
4. How does the NUJ classify journalists?
5. What tasks do journalists who work in print/ in broadcasting do?
6. What field of journalism presents challenges?

3. Read the two texts and compare a TV reporter's and a Radio reporter's jobs. Which one would you choose? Why?

BEING A RADIO REPORTER

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

What does a radio reporter do?

Radio reporters are similar in many ways to other reporters, as they cover news stories. This means keeping a news diary and building up a network of contacts in your “patch”, whether that be your local area, your country, or internationally. For radio specifically, what one is interested in is good sound, in the same way that television reporters are specifically concerned with good pictures. You are, therefore, looking for sound that illustrates your story, whether this takes the form of recorded interviews, live audio feeds from news conferences, sound effects, and so on. This can bring an otherwise dull radio piece to life. Your job as a radio reporter is partly to make the listener feel as though they are on the scene with you, as events unfold.

The other point to make about radio is that it can be an instantaneous media. You can make a live broadcast from anywhere in the world nowadays, using technology like satellite phones (which give studio-standard quality of sound no matter

where you are, as long as there's a satellite you can bounce your signal off). With this in mind, your hourly news reports can be updated in ways that television and newspapers find more difficult. Newspapers have to wait until the next day; television has to wait for more good pictures to come in.

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

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

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

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

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

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

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

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

You also need strong script-writing skills.

What kind of voice do you need?

You would be surprised at the kinds of voices that make it onto the radio. In these days of encouragement for regional and international accents, the goalposts have shifted quite a way from where they used to be. You need to develop the ability not to say «Um», not to pause, and to speak in short sentences which make sense. That's a skill you can practice and learn. You need to speak clearly, and you should also practice reading smoothly aloud, so that you don't stumble

when you're on air. Above all, you need to sound as though you know what you're talking about. Make a recording of yourself and ask yourself, do I sound authoritative? Nervous? Unsure? Convinced? Pleasant and friendly?

How did you get into the industry?

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

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

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

BEING A TELEVISION REPORTER

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

What does a television reporter do?

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

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

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

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

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

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

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

How did you get into the industry?

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

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

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

Unit 4. BEING A JOURNALIST

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

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

I don't think it's harder than getting a job as a teacher or engineer. If you want to be a big name and front the TV news or hit the broadsheet cover pages, it's going to take more work. But you'll probably have to start at the same place.

What training should I take to be a journalist?

A word of caution here: a lot of people want to be journalists, proofreaders or photographers and there's a small industry in companies that exploit this by selling training.

If you're choosing a degree, it might make most sense to choose a non-media degree. You can always pick up the media training later. There are some excellent courses run by PMA which I've taken and the NCTJ runs courses for training (mainly newspaper) journalists.

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

What's the best way to get into journalism?

By doing it. If you've got a hobby, you can often write for the publications that serve that hobby to start building up a portfolio. If there's an event or trade show locally, you might be able to cover it for the national or international business or trade press because they can't send anyone else.

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

What about music journalism?

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

It can be helpful to specialize in a type of music when writing for magazines.

What can I do to become more employable?

Nowadays journalists need to be multi-skilled. Here are some ideas for what you can easily do now:

- Learn photography. It's helpful to learn photo composition and timing. Digital photography is becoming increasingly important, so it's worth learning about that too. If you carry a camera around with you wherever you go, you might be surprised at some of the photo opportunities that come up.
- Learn HTML. It's the language that websites are made of. Many believe that most writing jobs in the future will be online, so it will help to know a bit about text formatting for websites. Set up your own website and use it as an online portfolio.

- Learn a foreign language.
- Make relevant contacts. If you want to be a music journalist, start talking to bands and their managers. Attend relevant trade shows.
- Get work experience on the local paper or local radio station.
- Read books on writing style, especially those published by major news organizations based on their in-house guides. The Guardian Style Guide is now online and is a good example of the sort of things these books cover.
- Read widely. It's a good way to pick up new ideas for stories and also shows a range of writing styles. It's particularly important to read the publications in the niche you want to write for. You can cut the cost by reading a lot of publications online now.
- Many journalism unions offer free student membership. Consider joining one of them if you're eligible. It can be a good way to keep informed on industry issues.
- Keep up with media industry news.

EXERCISES

1. *Read and translate the text.*

2. *Sum up its contents speaking on the following points:*

- how to become a journalist
- the best way to get into journalism
- music journalism
- how to become more employable

Sharing Experience

A. Success in interviewing is due to a combination of tact and understanding of human nature. Some journalists make a point of reading up about the celebrity going for the interview. If you have not done it, be careful not to say anything which might lead the celebrity to suspect that you are ignorant of the exploits which rendered him or her famous. All celebrities are sensitive upon this point. The celebrity who talks is fairly easy, whether you know of him or not, for in the first few minutes he (or she) tells you all about it. A more difficult celebrity to interview is the one who is genuinely shy and modest.

In the latter case the best method of approach is talk from subject to subject until you understand what they are really keen. Once you have established this friendly link, it is generally an easy matter later to propound those questions to which you must have an answer if your article is to be worth reading.

B. Remember also that celebrities are people and can be as various as any other kind of people. In the very first few moments of the interview you must sum

up the person and decide the best way of tackling him or her. Some like you to be very businesslike and efficient; others look upon an interview as a friendly chat, which may last any length of time. Some prefer you to take notes; others grow embarrassed at the sight of pencil and notebook. The first few moments of any interview are crucial, for if you make a mistake in your first impression on the celebrity, you are lost.

A mistake commonly made at interviews by inexperienced journalists is to assume a kind of “know-all” attitude, with the idea that it will please the interviewee if you appear to follow easily whatever he or she is talking about. This is a psychological mistake. Obviously it is not possible to know a great deal about a wide range of subjects even when, as a journalist, you are coming across new subjects almost every day. Moreover, a celebrity enjoys explaining matters just as much as most of us do. The experienced journalist, when interviewing, often displays ignorance of a very simple matter simply to put the celebrity at ease, for he knows that as explanations progress the interviewee grows more and more inclined to be helpful.

C. It is a matter of courtesy to send a copy of the interview to the interviewee before you submit it to an editor, and it is far wiser to do so, for then no questions will be raised as to the authenticity of the interview later. Moreover, the interviewee may make slight alterations and additions which greatly increase the interest of the article.

D. Favourable Impression. The reporter should make a pleasing impression upon the person interviewed. The interviewee must respond well to the questions, he must evidence some spirit of cooperation, and he must view the whole interview as a pleasant experience. Naturally, these reactions are always dependent on the reporter’s making a favourable impression.

How can the reporter make a favourable impression? He may do so by displaying interest, respect, sympathy, fairness, or any other of the many qualities to which the interviewee may react favourably.

E. Varied Technique. The interviewer must vary his technique according to the particular situation he faces. Certainly there can be no formalized procedure to guide the reporter in varying his technique. His only course is to analyse his successes and failures in other interviews with a view of improving. A critical analysis and a sincere attempt to improve, coupled with practice, are the best ways to gain the “know-how” of varying one’s technique.

F. Asking the Reader’s Questions. The reporter who is interviewing should always think of himself as an intermediary. He is the representative of the reader; he interviews in order to ask the questions which his reader will expect to have answered. The reader naturally wants to know the usual facts of every story – names, addresses, occupation, and similar details – but he also wants the answers to other questions. In reading an account of an unsolved murder for instance, he wants every detail, large or small, in order to try to find the solution. In an account

of court battles, he wants every aspect of the case in order to establish an opinion. Thus, the reporter must obtain all pertinent data as he interviews.

G. *Avoiding Routine.* In interviewing, the reporter should make a strong effort to avoid a routine procedure. In the small stories involving one or two questions, a routine procedure is inevitable. A routine procedure must also be used frequently in such straight news interviewing as the formal press conference, the questioning of the lawyer about legal implications.

But in many stories where variety is possible, the reporter should attempt to gain a new approach and treatment. The uninteresting, dull questions should be avoided; and in their place, novel or striking ones should be asked. Examples of routine interviewing are to be seen in the stories of movie actresses and sports figures. The actresses are usually asked the same silly questions about their favourite this and that; the sports figures are always asked to explain their success. Although these stories may be interesting to many readers, too often they have the atmosphere of having been written many times before.

EXERCISES

1. *Read and translate the text.*

2. *Answer the questions.*

1. What does success in interviewing depend on?
2. What do many journalists do before an interview?
3. What subject are celebrities sensitive about?
4. What people are easy/hard to interview?
5. Do interviewees want journalists to be businesslike and efficient or chatty and personal?
6. What mistake do many inexperienced journalists do? What are they recommended to do?
7. Why is it desirable to send a copy of the interview to the interviewee?
8. How can the reporter make a favourable impression?
9. How can journalists vary their interview techniques?
10. What questions should an interviewer ask?

3. *Explain the following.*

1. the exploits which rendered him or her famous
2. you have established this friendly link
3. you must sum up the person
4. to assume a kind of "know-all" attitude
5. displays ignorance of a very simple matter simply to put the celebrity at ease
6. It is a matter of courtesy
7. to gain the "know-how" of varying one's technique

4. *Expand on the following.*

1. A journalist makes an important decision in the first minutes of the interview.
2. A journalist must be a good psychologist to avoid mistakes during the interview.
3. Celebrities are people and can be as various as any other kind of people.
4. The reporter should make a pleasing impression upon the person interviewed.
5. Certainly there can be no formalized procedure to guide the reporter in varying his technique.
6. The reporter who is interviewing should always think of himself as an intermediary.
7. Examples of routine interviewing are to be seen in the stories of movie actresses and sports figures.

5. *Read the dialogue.*

MAGAZINE EDITOR: Mary, how are you doing on the Clarkson piece?

CONTRIBUTOR: Fine. I had a wonderful interview with him. He's a very articulate man. Now all I have to do is write it.

MAGAZINE EDITOR: Did you read up on him first?

CONTRIBUTOR: Yes. He's had a fascinating career. I didn't realize he was that old.

MAGAZINE EDITOR: Remember, we don't want a straightaway profile – “He was born, he was raised, he was educated, he has the following accomplishments.” We simply want the interview. He's a man who's spent 25 years in the theater. A man of his quality with all that experience must have something to say. And he's earned the right to say it. So let him talk. Use long quotes. You say you got more than you can use?

CONTRIBUTOR: I could write a book.

MAGAZINE EDITOR: Good. And we'll just call it “An Interview”. That may seem awfully flat, but I think it's right. Everybody knows his name. And that's an honest title. Besides, I know the dailies will have a lot of stuff about him and the testimonial dinner. That's why I didn't want a profile, but just an interview, a sampling of wisdom of the man. O.K.?

CONTRIBUTOR: I see.

MAGAZINE EDITOR: The next thing is a seaport story. You're going to work on that next, aren't you?

CONTRIBUTOR: Well, I've thought a lot about it. I guess I'm a little afraid of it. It's so big. How can I do it in 1,200 or 1,500 words?

MAGAZINE EDITOR: Just remember we're going to have a lot of pictures, color and black and white. Ray has been shooting for weeks. So you shouldn't spend much

time on visual description. The pictures will give the look of the place. We have shots of a lot of the people, too, and the captions can take care of them. Just imagine you're writing a letter to an intelligent friend and trying to catch the personality of the place.

6. *Answer the questions.*

1. Whom did the journalist interview?
2. Did he enjoy the interview?
3. How had he prepared for the interview?
4. Does he have a lot of material?
5. What does the editor ask the journalist to do?
6. What is the next task given to the journalist?
7. What is he concerned about?
8. What does the magazine editor recommend the contributor to do?
9. What is Ray? What has he been doing lately?

Unit 5. THE ETHICS AND VALUES OF JOURNALISM

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

A STATEMENT OF PURPOSE

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

The central purpose of journalism is to provide citizens with accurate and reliable information they need to function in a free society. This encompasses myriad roles—helping define community, creating common language and common knowledge, identifying a community's goals and pushing people beyond complacency. This purpose also involves other requirements, such as being entertaining, serving as watchdog and offering voice to the voiceless.

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

Journalism's first obligation is to tell the truth

Democracy depends on citizens having reliable, accurate facts put in a meaningful context. Journalism does not pursue truth in an absolute or philosophical sense, but it can and must pursue it in a practical sense. This "journalistic truth" is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, valid for now, subject to further investigation.

Journalists should be as transparent as possible about sources and methods so audiences can make their own assessment of the information. As citizens encounter an ever greater flow of data, they have identifiable sources dedicated to verifying that information and putting it in context.

Its essence is a discipline of verification

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

Its practitioners must maintain an independence from those they cover

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

It must strive to make the significant interesting and relevant

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

It must keep the news comprehensive and proportional

Keeping news in proportion and not leaving important things out are also cornerstones of truthfulness. Journalism is a form of cartography: it creates a map for citizens to navigate society. Inflating events for sensation, neglecting others, stereotyping or being disproportionately negative all make a less reliable map. The map also should include news of all our communities, not just those with attractive

demographics. This is best achieved by newsrooms with a diversity of backgrounds and perspectives. The map is only an analogy; proportion and comprehensiveness are subjective, yet their elusiveness does not lessen their significance.

Its practitioners must be allowed to exercise their personal conscience

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

The Ethics of Journalism

1. A journalist has a duty to maintain the highest professional and ethical standards.

2. A journalist shall at all times defend the principle of the freedom of the press and other media in relation to the collection of information and the expression of comment and criticism. He/she shall strive to eliminate distortion, news suppression and censorship.

3. A journalist shall strive to ensure that the information he/she disseminates is fair and accurate, avoid the expression of comment and conjecture as established fact and falsification by distortion, selection or misrepresentation.

4. A journalist shall rectify promptly any harmful inaccuracies, ensure that correction and apologies receive due prominence and afford the right of reply to persons criticized when the issue is of sufficient importance.

5. A journalist shall obtain information, photographs and illustrations only by straightforward means. The use of other means can be justified only by overriding considerations of the public interest. The journalist is entitled to exercise a personal conscientious objection to the use of such means.

6. A journalist shall do nothing which entails intrusion into anybody's private life, grief or distress, subject to justification by overriding considerations of the public interest.

7. A journalist shall protect confidential sources of information.

8. A journalist shall not accept bribes nor shall he/she allow other inducements to influence the performance of his/her professional duties.

9. A journalist shall not lend himself/herself to the distortion or suppression of the truth because of advertising or other considerations.

10. A journalist shall mention a person's age, sex, race, colour, creed, illegitimacy, disability, marital status, or sexual orientation only if this information is strictly relevant. A journalist shall neither originate nor process material which encourages discrimination, ridicule, prejudice or hatred on any of the above-mentioned grounds.

11. A journalist shall not interview or photograph children in connection with stories concerning their welfare without the permission of a parent or other adult responsible for their welfare.

12. No journalist shall knowingly cause or allow the publication or broadcast of a photograph that has been manipulated unless that photograph is clearly labelled as such. Manipulation does not include normal dodging, burning, colour balancing, spotting, contrast adjustment, cropping and obvious masking for legal or safety reasons.

13. A journalist shall not take private advantage of information gained in the course of his/her duties before the information is public knowledge.

14. A journalist shall not by way of statement, voice or appearance endorse by advertisement any commercial product or service save for the promotion of his/her own work or of the medium by which he/she is employed.

EXERCISES

1. *Read and translate the code of conduct for journalists.*

2. *Discuss the list of unethical actions. In your opinion, which are the worst? Are any common in our country?*

- disseminating unfair and inaccurate information
- obtaining information, photographs and illustrations by any means
- intruding into somebody's private life
- revealing confidential sources of information
- accepting bribes
- distorting or suppressing the truth because of advertising or other considerations
- originating or processing material which encourages discrimination, ridicule, prejudice or hatred
- interviewing or photographing children in connection with stories concerning their welfare without the permission of a parent
- taking private advantage of information gained in the course of one's duties before the information is public knowledge

3. *Think of the ways how journalists can be punished for their unethical actions. What should be done in the following situations?*

- a. A magazine reporter misinterpreted some information concerning a public organization and the magazine published it.
- b. A manufacturer bribed a journalist and the latter made some positive remarks on the manufacturer's goods though it was not direct advertising.
- c. A paparazzi had been chasing a celebrity until he made a sensational photo which destroyed the public person's reputation.

- d. Knowing that a product's testing has failed a reporter advertised it in the national paper. Some people tried the product and developed a strong allergy and even got to hospital.

Unit 6. JOURNALISM IS A DANGEROUS JOB

Journalists at Risk

Moderator William Orme, executive director, Committee to Protect Journalists Panelist Yevgenyi Kiselyov, co-founder and vice president, NTV-Moscow, and 1995 Committee to Protect Journalists awardee, Russia.

William Orme: The rise of organized crime is increasingly a greater threat to working journalists. Most of journalists killed are local journalists, covering local stories – killed by people who know them and deliberately seek them out. Inevitably, these are police reporters covering corruption.

Yevgenyi Kiselyov: We have in my company almost 30 correspondents working in the daily news. I cannot remember a single case where any of them refused to go to Chechnya when assigned to do a story. Most of our journalists are young people.

The most difficult task we are facing is assigning younger, junior colleagues to stories that are risky and can cost them their lives. Young and ambitious journalists are eager to go.

I would like to say a few words about organized crime and corruption. Many things are so closely interconnected that sometimes you can be unaware of the fact that you can be risking your life when you start to investigate a story.

May be the best thing that would help all of us is that criminals who are trying to harass and intimidate and even murder journalists are found and go on trial. But, unfortunately, that never happens. I don't remember a single case of somebody going on trial for murdering a journalist in Russia, for harassing a journalist in Russia or for interfering with a journalist on duty.

I would like to mention two cases:

Dmitry Kholodov, a reporter from the Moscovski Komsomolets who was investigating corruption in the highest levels of the Ministry of Defense and who was killed by a booby-trapped attache case. He received the attache case from an unknown person who told him that it contained important documents on the case he was investigating. That happened in October 1994, and the police investigation has reached almost nowhere.

Vladislav Listyev, my fellow television journalist, who was killed, shot in the head on the threshold of his house in Moscow a month after he was appointed the new director general of Russian public television. That is the biggest Russian television company. There were rumors that his killing had something to do with

the financial side of it and had nothing to do with his journalistic activities. That seems to be true. Nevertheless, that happened in March 1995, and again the public has no information about any progress of the investigation. That seems to me to be the biggest problem of all.

Unless there is a single successful case, we always remain unprotected. Nevertheless, we will continue to do our duty because those are the rules of the game.

Orme: Of the more than 300 murders of journalists we have documented around the world over the past 10 years, people have been successfully arrested and prosecuted in fewer than a dozen cases. So immunity is the norm. Among these 300 cases were a dozen in the United States, and of those dozen cases, a majority remains unsolved.

We (at the Committee to Protect Journalists) were stunned, shocked by the murder of Veronica Guerin, an Irish reporter. We had the privilege of spending a week with her last December in our offices. We were giving her our annual International Press Freedom Award. She was the first European journalist to receive that honor, and it will not surprise any of you who knew Veronica that she was acutely uncomfortable at being singled out for this recognition. She took every opportunity in her public speeches and interviews to change the subject, to talk about other countries, other issues, generally about the problem of covering crime around the world.

It is a shocking thing when a journalist is killed, but it is especially shocking in a society that is democratic, essentially pacific, where such murders are almost unheard of. The last recorded murder of a journalist in Western Europe that I am aware of was a case in 1989 in Belgium.

EXERCISES

1. *Read the interview.*

2. *Answer the questions.*

1. What committee does William Orme head?
2. Do you know Yevgenyi Kiselyov? What was he? What is he doing now?
3. What journalists are at risk?
4. What assignments do young journalists fulfill?
5. What would encourage and support journalists? Why doesn't it take place?
6. What was Dmitry Kholodov? What did he write about?
7. Were his murderers found?
8. Why was Vladislav Listyev killed?
9. Was the case solved?
10. Why were journalists shocked by the murder of Veronica Guerin, an Irish reporter?
11. What award had she got?
12. What kind of person was she?

Risk-free journalism is watered-down journalism

Speaker Phillip Knightly, author of *The First Casualty*

Will there be a last casualty? Will we ever arrive at that glorious time in the future when it will be safe to be a journalist? I'm afraid that the short answer is obviously no. Journalism is a very risky business. We have to face that fact. O.D. Gallagher, a famous war correspondent in the '30s and '40s was sent off by the foreign news editor of the Daily Express to Abyssinia, Shanghai, Dunkerk, fall of Singapore, fall of Rangoon, and back here just in the time for the Blitz.

Finally, just after he narrowly missed being bombed during one of the first German bombing raids over London, he went to the news editor and said, "I'm resigning. I'm going to join the army. It's a bloody sight safer being in the army than it is being a journalist."

He was right then and he'd be right now. Look at the casualty list we've been hearing over a past day or so – 39 journalists killed in the Second World War. And considering the breadth of that war and the military casualties, 39 now seems quite small; only three in Korea; 39 in Vietnam; five in Timor; four in Salvador; and 30 in one year alone in the former Yugoslavia.

Now that's the death roll for journalists covering armed conflicts. A new alarming trend is for journalists to be killed for covering what used to be considered ordinary journalistic beats, as witness the murder this week of Veronica Guerin. Or the mysterious death of Xavier of Le Figaro, when he was in the middle of writing about the trade in human organs between Bosnia and Italy. Those who feared the power of the press now feel no compunction whatsoever in eliminating journalists who threaten them – 51 in 1995, almost one a week. And as our O.D. Gallagher found it safer to be in the army, today, statistically, in some parts of the world it is safer to be a policeman than to be a journalist.

EXERCISES

1. *Read the text.*

2. *Give the English equivalents to the following.*

Последняя жертва, будет безопасно, очевидно, опасное занятие, редактор отдела международных новостей, уволиться, писать о вооруженных конфликтах, тревожная тенденция, стать свидетелем убийства, загадочная смерть, уничтожать, угрожать

3. *Answer the following questions.*

1. What facts does the author of the book *The First Casualty* emphasize in his speech to illustrate his statement "Journalism is a very risky business"?
2. What conclusion does the speaker come to?
3. What conclusion did war correspondent O.D. Gallagher come to?

4. Do you agree that “Risk-free journalism is watered-down journalism”? Give your arguments and examples to illustrate your viewpoint.
5. What is a new alarming trend for journalists?

4. Read the quotation given below, translate it into Russian in writing and comment on it:

“To preserve the freedom of the human mind ... and the freedom of the press, every spirit should be ready to devote itself to martyrdom.”

Thomas Jefferson, letter to William G. Mumford, June 18, 1779

Fallen Journalist Stirs Nation

Veronica Guerin was no ordinary journalist. She was a brave and brilliant reporter, dedicated and talented. She decided that she wanted to be a reporter when she was thirty and got a job at the *Sunday Business Post* in Dublin, Ireland. She also worked briefly for the *Sunday Tribune* but made her mark in the last two years as a crime reporter at the *Sunday Independent*.

She had a knack for cultivating sources not only among policemen but also among criminals. Perhaps as a forewarning of what might happen to her, she was shot in the leg in January 1995. She later confronted the man who shot her to show that she did not fear him.

Her mission as she saw it was to expose the truth about criminal operations, which were increasingly prevalent in her country. The Irish people have been critical of the lack of the government initiative to investigate and arrest the crime bosses.

She had extraordinary contacts. Alan Burne, editor of London's *Racing Post*, and a friend of Veronica Guerin, writes:

“I have never met anybody who was so good with people. She was an open, warm person, and she had an incredible talent for getting people to talk.

Every reporter in town would be chasing someone who would be easily evading the pack. But not Veronica. She would drive out to the person's house, wait for them to return and then try to persuade them to talk. Usually she succeeded. She had a way with people.

Two weeks ago she was on the phone, very excited, saying that her paper was going to name the three biggest heroin dealers in Dublin. Lacking her bravery, I urged her to be careful. I said how dangerous it sounded. But her response was simple: "Somebody's got to do it."

She cared about her work, was proud of her profession and wanted the drug barons to be made accountable for their actions.

Many colleagues concluded that Guerin's fearless style of reporting finally caught up with her. On June 26, 1996, she was shot dead by a gunman who fired five times into her car as she waited at a traffic light outside Dublin. The gunman was a passenger on a motorbike, and the two hit men escaped in traffic.

Guerin's death touched the nation. A moment of silence was observed at 1 p.m. July 1 throughout Ireland while in downtown Dublin flowers piled up outside the parliament building, left by people fed up with the government's inaction on crime.

Guerin was 36. She left a husband, Graham Turley, and son, Cathal, 6.

EXERCISES

1. Read the text about Veronica Guerin, a brilliant Irish journalist who died to tell the truth. She was the first Western European journalist to receive the annual International Freedom Free Award.

2. Answer the questions.

1. When did Veronica Guerin become a journalist?
2. What newspapers did she work for?
3. What talent did she have?
4. What did she want to expose?
5. Why was her mission difficult in Ireland?
6. What were her last articles about?
7. How did she die? Who killed her?
8. Did Veronica's death touch the nation?

3. Describe Veronica Guerin as a person and as a journalist.

4. Prove the following.

- Veronica Guerin was a brave woman.
- She was good at communicating with people.
- She had a noble mission.
- Veronica Guerin was popular in Ireland.

5. Make a report on women journalists.

On War Reporting

Here are some extracts from the interview with Martha Gellhorn and the discussion following it, published by The Freedom Forum Center in the magazine *News: Traditions and Transitions* (London, May 29-30, 1997).

PRICHARD (president of The Freedom Forum): What was driving you? Were you fascinated by conflict? Were you like a fireman, like some people say some journalists are, having to be where the action is?

GELLHORN: It was indeed what mattered. What mattered then was the defeat of Hitler. That was the most important thing in the world. I wanted to be where everybody was. I didn't want to be sitting in some place safe. Also, I have a marked tendency not to believe in anything until I've seen it myself. And the thing about

war is that it has two sides. The first is the absolute horror of it. The other thing about it is you meet absolutely marvelous people, brave and extraordinary people, soldiers, civilians, people all over raised out of what was ordinary daily life. There are, of course, the monsters, a well-known feature, and there are profiteers and cowards and all sorts of vulnerable creatures but there are also just wonderful people who are simply brave, generous, extraordinary and funny.

SHEILA MAC VICAR (ABC News):

With all the conflicts that you saw, what haunts you now?

GELLHORN: I hated Vietnam the most, because I felt personally responsible. It was my own country doing this abomination. I am talking about what was done in South Vietnam to the people whom we, supposedly, have come to save. I'm seeing the destroyed villages, seeing people dropping of hunger and dying in the streets. My complete horror remains with me as a source of grief and anger and shame that surpasses all the others.

TESSA MAYES (London International Research Exchange):

We're conducting a project looking at how war reporting has changed. You mentioned that in wars you have reported, you were horrified at what your own government was doing abroad. Why do you think many journalists now do not seem to be that critical of what their governments, for example, are doing in the former Yugoslavia?

GELLHORN: I suppose it really depends on how you look at your job or how you feel about the world in general. If you have opinions about life in general and the behaviour of governments and people, then you have to find a place where you can get it published. Not everywhere they will accept that kind of thing. I wrote my pieces on Vietnam for the Guardian with extreme care, because this was 1966 when, if I had really let loose with everything I knew and everything I felt, I would simply have been branded a Communist, and nobody would have paid any attention. So there was a degree of self-censorship because I wanted the articles to be published. These were, I think, the first ones that pointed out we were supposedly saving these people but in fact we were destroying them. As a result I never got back; I was banned from Vietnam.

If you care, you must write like that. If that's how you feel, you must just find some place that will publish it. I think it is impossible to be an honorable journalist without having a conscience. Then you must write what is dictated by that.

PATRICIA LATHAM (journalist): What advice would you give to the young journalist today who wants to be a roving foreign correspondent, rather like you have been?

GELLHORN: You must take chances with your life. I think the first thing to do is to get some place where you want to be, find something that you are interested in, and then carry on from there.

EXERCISES

1. Read the text and translate it into Russian.

2. Give the English equivalents to the following.

Необычные люди, чувствовать ответственность, скорбь, гнев и стыд, превосходить, критиковать свое правительство, заклеить, внутренняя цензура, запретить, публиковать статьи, международный корреспондент.

3. Answer the following questions. Work in pairs.

1. Why did Martha decide to become a war correspondent?
2. What does Martha think about the people whom she met while she worked as a war correspondent?
3. What is her attitude to the war in Vietnam? What does she think about the involvement of the USA in the war in Vietnam?
4. Was it difficult for Martha to publish her critical articles against the government's policy?
5. How did she manage to have her articles published?
6. Why was she banned from Vietnam?
7. What does Martha think about the responsibility of a journalist?
8. What is her advice given to a young journalist?

FINAL DISCUSSION

Consider the following statements for your discussion.

1. Journalism is a popular profession nowadays.
2. Journalists learn all their life.
3. The best way into journalism is to start writing for periodicals.
4. Now journalists are better-trained than they were in the past.
5. There are many different ways to improve chances of employment for journalists.
6. It's a risky job.
7. Professional ethics is extremely important.
8. There is a variety of jobs in the field of journalism.
9. A journalist should be a nice person to deal with.
10. There are many outstanding journalists.

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CONTENTS

Part I. TOPICS FOR DISCUSSION.....	3
Unit 1. THE INTERNET: GOOD OR EVIL?.....	3
Unit 2. BELARUS IN THE WORLD.....	8
Unit 3. AROUND BELARUS.....	11
Unit 4. ECOLOGY: SOLUTIONS.....	16
Unit 5. ALMA MATER.....	21
Unit 6. JOB HUNTING: RESUME AND COVER LETTER.....	25
Unit 7. STUDENT’S DAY.....	30
Unit 8. YOUTH PROBLEMS.....	32
Part II. TEXTS FOR DISCUSSION.....	36
Unit 1. JOURNALISM IS AN IMPORTANT JOB.....	36
Unit 2. TRAINING FOR JOURNALISM.....	42
Unit 3. CAREERS IN JOURNALISM.....	47
Unit 4. BEING A JOURNALIST.....	51
Unit 5. THE ETHICS AND VALUES OF JOURNALISM.....	57
Unit 6. JOURNALISM IS A DANGEROUS JOB.....	61
LIST OF SOURCES.....	68