

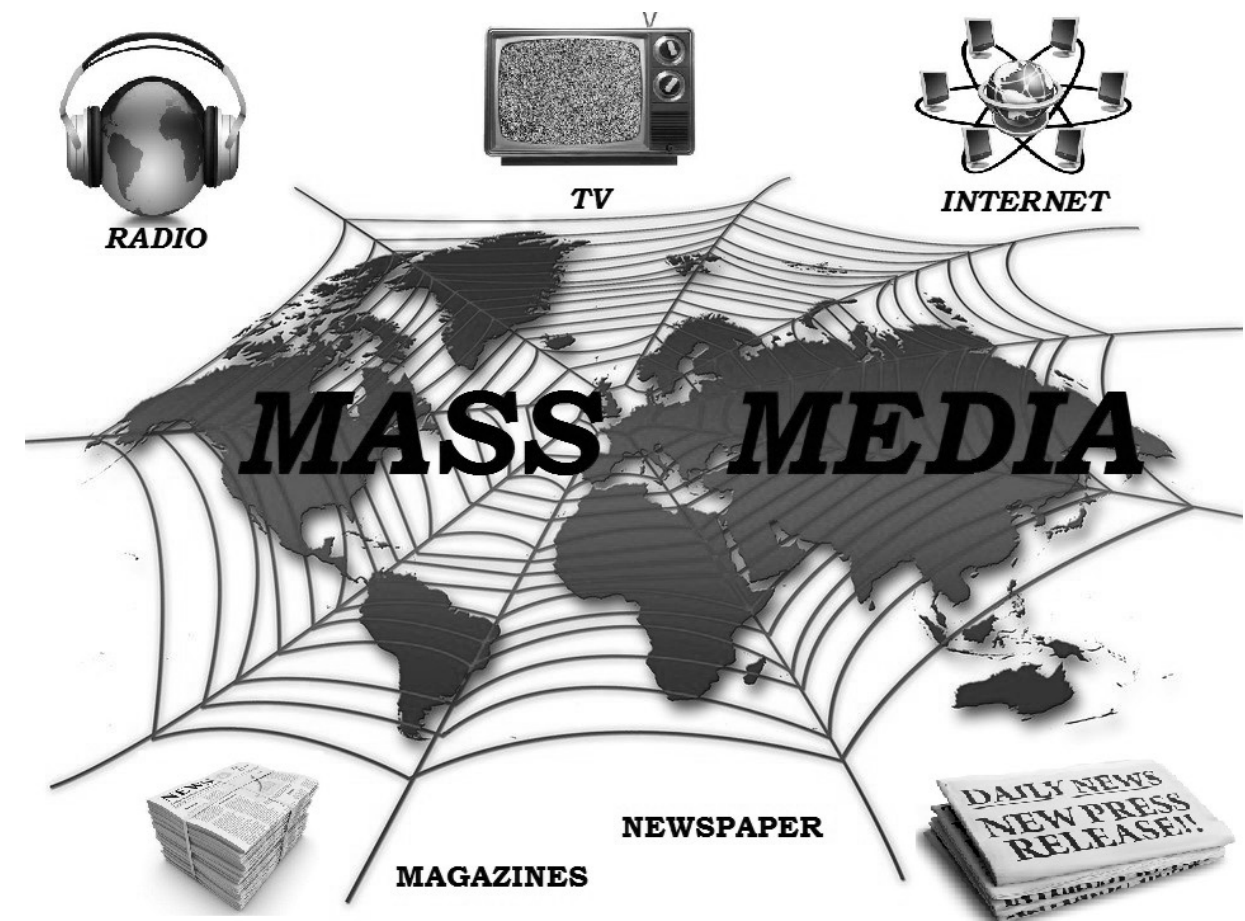
О. В. Викулина, Т. М. Татарина, Л. Н. Юсупова

# Mass Media

## Part 1

### Introduction to Mass Media

*Учебное пособие по английскому языку  
для обучающихся  
по направлениям подготовки бакалавриата*



Петрозаводск  
2017

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ПЕТРОЗАВОДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

О. В. Викулина, Т. М. Татарина, Л. Н. Юсупова

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Учебное пособие предназначено для обучающихся по направлениям подготовки бакалавриата в качестве основного учебника по спецкурсу «Пресса», а также будет полезно всем, кто интересуется вопросом медиаграмотности.

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# ВВЕДЕНИЕ

В учебном пособии ставятся следующие цели: познакомить студентов с видами массовой информации, развивать иноязычную коммуникативную компетентность, сформировать медийную и информационную грамотность студентов с использованием технологии критического мышления через чтение и письмо.

Изучив материалы пособия, студенты получат знания из истории развития средств массовой информации (СМИ), изучат страноведческий материал о СМИ в Великобритании и США, смогут понимать разностороннее влияние СМИ на все сферы жизни современного человека; научатся различать формы представления информации в прессе, а также стили подачи этой информации, смогут критически оценивать и анализировать медиасообщения, в частности выполнять всесторонний анализ газетной статьи на английском языке, вести беседы и дискуссии на актуальные, освещенные в СМИ темы, научатся находить и использовать различные медийные источники для написания академических эссе и докладов на социальные и общественно-политические темы.

Учебное пособие «Mass Media» состоит из двух частей «Introduction to Mass Media» (I часть) и «Analyzing Media» (II часть), включает 4 модуля (Module). Первая часть — «Introduction to Mass Media» и «Press», вторая часть — «Newspaper Analysis» и «Analyzing Media». Учебное пособие включает тексты из оригинальных британских и американских источников. Комплекс авторских упражнений содержит большое количество лексических упражнений, упражнений на перевод. Важно отметить, что представленные в пособии упражнения нацелены на проведение занятий в интерактивной форме с применением технологии развития критического мышления (приемы «мозговой штурм», «интеллект карта», «шесть шляп», «фишбоун», «дебаты» и др.). Уровень иноязычной компетентности студентов по Общеввропейской шкале (CEFR) должен соответствовать уровню B2 и выше.

К учебному пособию прилагается учебно-методическое руководство для преподавателя, содержащее множество дополнительных заданий, текстов, ссылок на аудио- и видеоисточники, а также ответы к упражнениям.

# MODULE 1. MASS MEDIA

## Unit 1. Introduction to Mass Media

Cinema, radio, television, magazines are a school of inattention: people look without seeing, listen in without hearing.  
*(Robert Bresson, a French film director)*

### Starter

- Task 1.** What's happening in the news right now, both in your country and abroad? Present a 2-minute news report.
- Task 2.** Discuss in pairs what Mass Media are and present your definition to the group.
- Task 3.** Work together and make a mind map on the blackboard to define the term «Mass Media».

### Reading 1

1. Read the text and find the points you have not mentioned in the previous task.
2. Complete your mind map with new details.

#### **Mass Media** **Issues with definition**

In the late 20th Century, mass media could be classified into eight mass media industries: books, newspapers, magazines, recordings, radio, movies, television and the internet. With the explosion of digital communication technology in the late 20th and early 21st centuries, the question of what forms of media should be classified as «mass media» has become more prominent. For example, it is controversial whether to include cell phones, video games and computer games (such as MMORPGs) in

the definition. In the 2000s, a classification called the «seven mass media» became popular. In order of introduction, they are:

- a) Print media from the late 15th century
- b) Recordings from the late 19th century.
- c) Cinema from about 1900
- d) Radio from about 1910
- e) Television from about 1950
- f) Internet from about 1990
- g) Mobile phones from about 2000

Each mass medium has its own content types, its own creative artists and technicians, and its own business models. The sixth and seventh media, the Internet and mobile, are often called collectively digital media; and the fourth and fifth, radio and TV, are broadcast media. Some argue that video games have developed into a distinct mass form of media.

**3. Answer the following questions in pairs.**

- 1) Could cell phones be referred to mass media? Why? Why not?
- 2) What do you think about video games? Could they be considered a form of mass communication?



**Collocations with MEDIA**

Media — *plural form of medium/*

+ verb	Report, plural forms of verbs
+ preposition.	through, via
+ adjective.	broadcast, broadcasting, visual   mainstream, official, popular, foreign, international, local, national   mainstream, official
+ noun	coverage, interest, publicity, reporting   freedom campaign   report   event   blitz, circus, hype   spotlight   image   bias blackout, censorship     relations   baron, magnate, mogul, person, pundit, tycoon   conglomerate, empire, group, outlet   awareness, studies

**4. Complete the gaps in column A with words from column B:**

Column A	Column B
1. There is likely to be media _____ outside the courtroom.	through
2. The event was widely covered by the _____ mass media	blitz
3. The local media _____ rioting across the country.	image

Column A	Column B
4. There was a lot of media _____ of the wedding	coverage
5. Sport has been turned into a series of media _____.	hype
6. The news media _____ alerted and were following the police convoy.	campaign
7. Few of these events were reported in _____ media	reporting
8. The company is anxious to play down the media _____.	events
9. A media _____ was aimed at reducing drunk driving.	reported
10. She's very different from her media _____.	were
11. The candidate's media _____ has raised his profile in the election.	attention
12. There is a lot of propaganda _____ the media	mainstream
13. They were receiving a fair amount of _____.	circus
14. Unlike media _____ of the actual events, 'I can't even see how it's in the public interest'.	visual

## Reading 2

### 5. Scan the article and discuss the questions.

- 1) What events impacted the adaptation of mass media?
- 2) Why did they name the earliest newspapers «mouthpieces for partisan politics»?
- 3) What kind of journalists are muckrakers?
- 4) Why do Americans trust TV news more than those in newspapers?
- 5) Can you guess what «fireside chats» are?
- 6) What made it possible to penetrate behind the curtains of Congress?

### Evolution of Mass Media in America

The mass media is composed of two parts: print media and the broadcast (or electronic) media. The print media refers primarily to newspapers and magazines, but can include books, such as an instant campaign biography as well as a reporter's lengthy analysis of a campaign. Radio, television, and the Internet constitute the broad-

cast media. While the number of daily newspapers in the United States has declined somewhat over the past 20 years, access to cable television and the Internet has grown tremendously. Americans get most of their news and information from the broadcast media.



The earliest newspapers in the country were little more than mouthpieces for partisan politics — Alexander Hamilton and the Federalists published the *Gazette of the United States* while Thomas Jefferson and the Democratic-Republicans put out the *National Gazette*. Improvements in technology and rising literacy rates led to mass-circulation newspapers (known as the penny press) by the 1840s.

Late-nineteenth-century newspaper publishers like William Randolph Hearst often turned to sensational reporting, known as yellow journalism, to boost readership and to shape public opinion. Sensationalized stories about alleged Spanish atrocities against Cubans trying to win their independence were a factor in President William McKinley's decision to declare war on Spain in 1898. The Progressive Era (1900—1920) saw the rise of the muckrakers, reporters committed to bringing political corruption and unsavory business practices to the public's attention through articles in national magazines as well as books. Ida Tarbell's exposé of the activities of John D. Rockefeller and the Standard Oil Company is a good example of muckraking.

Most newspapers today focus on local coverage. There are only a few that cover national issues in depth, and whose editorials can influence national policy. How important the print media is to the average American is subject to debate, however. The number of Americans reading newspapers and magazines is down, and polls indicate that the public has more confidence in the accuracy of stories aired on television than in the papers. On the other hand, those who get their news from the print media are better informed.

Commercial radio first began to broadcast in 1920, and got into politics very quickly carrying the results of that year's presidential election. President Franklin Roosevelt effectively used radio to communicate directly with the Ameri-

can people through his «fireside chats» during the worst days of the Depression.

Radio's importance as a news and information source declined however with the introduction of television in the late 1940s. The new media changed the nature of running for office — the first campaign ads for a presidential candidate appeared on television in 1952 and the first presidential debate was aired in 1960 between Senator John Kennedy and Vice President Richard Nixon. It is interesting to note that those who heard the debate on radio believed that Nixon won, but people who watched the debate felt Kennedy did.

Television also provided Americans with insights in the political process at work by covering party conventions as well as such momentous national events as the Watergate hearings and the impeachment and trial of President Clinton. A glimpse into the work of Congress became available in 1979 when the Cable-Satellite Public Affairs Network (C-SPAN) began to cover the proceedings of the House. In 1996, both President Clinton and challenger Bob Dole reached out to voters with their own Web sites. Today, the Internet provides access to a wealth of information on how government operates as well as political news and commentary<sup>2</sup>.

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<sup>1</sup> The original text is taken from <http://www.cliffsnotes.com/test-prep/ap-tests/ap-test-prep-evolution-of-mass-media> (10.01.2016).

## Speaking 2

### 6. Identify the functions that media fulfill in our society.

Choose two different types of media—radio shows, TV commercials, Internet news sites, newspaper cartoons, etc. Make a list of functions each one fulfills, keeping in mind that much of what we see, hear, or read in the mass media has more than one aspect. Think of the following questions:

- 1) Does this type of media suit its social role?
- 2) Why did the authors of this particular message present it in this particular way, and in this particular medium?

## Focus on Vocabulary

### 7. Study carefully the following vocabulary. Prepare a 2-minute report on the cinema news. Be sure to use at least 6—10 expressions. Present your report in class, both orally and in writing.

#### Culture: Cinema

comedy — science fiction — musical — horror — thriller — camera crew — cast — character — screen image — setting — plot — setback — subtitles — screenplay — screenwriter — protagonist — soundtrack — translator — digital effects — scenery — shot — release — promote — feature — film production — shooting — filming — on location — episode — saga — trilogy — sequel — series — serial — producer — actor — star — stunt person — songwriter — talent scout — director — animator — make-up artist — screenwriter — costume designer — film editor — starlet — supporting role — leading role / actor — megastar — Oscar nomination — Oscar Award — red carpet event — glamour — glitz

## Unit 2. Radio

Here we are in the 70's when everything really is horrible and it really stinks.  
The mass media, everything on television everything everywhere is just rotten.  
You know it's just really boring and really evil, ugly and worse.  
*(Lester Bangs, an American music journalist, author, and musician)*

### Starter

**Task 1.** What's happening in the news right now, both in your country and abroad?  
Present a 2-minute news report.

**Task 2.** Discuss the following questions in two groups:  
Are people better informed in the information society?

### Speaking 1

1. What radio stations are popular in your country? Look at the logos and make your top list of three stations<sup>2</sup>.

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<sup>2</sup> The pictures are taken from: 1 — <https://ru.wikipedia.org> (05.01.2016).



## 2. Answer the questions.

1. Who and when invented radio?
2. When is the Day of Radio?
3. How often do you listen to the radio?
4. What radio stations do you prefer? What attracts you?
5. Would you like to work at radio?

## Reading 2

## 3. Answer the questions before reading the text. Then check if you were right.

- 1) Is radio still significant in the modern world? Why?
- 2) Is the number of radio stations increasing?
- 3) BBC is the largest radio corporation. Why is it losing its audience these days?
- 4) Is radio broadcasting getting cheaper or more expensive?

## The Importance of Radio in the 21st Century

Advances in technology have given people more ways to access an increasing amount of information. Local and international news can be read in the newspaper, listened to on radio, watched on television and found on cell-phones or online. For those with access to these options, a wealth of information is always readily available. In countries where free expression is suppressed, access to technology is expensive or illiteracy rates are high, radio continues to play an important role in information sharing.

## Reporting over international airwaves

Radio broadcasts can provide real-time information, broadcasted 24 hours a day to provide the most recent updates to listeners. Stations have the ability to reach across borders and become a source of information where reliable news is scarce. When access to the Internet is blocked and phone lines are cut, people can still search the airwaves for trustworthy sources. Even electricity is not a necessity for battery operated and hand-cranked radios.

**Radio Free Europe** (RFE) was originally started during the Cold War with a single broadcast to communist Czechoslovakia out of New York City in 1950. Now, 60 years later, they broadcast in 21 countries using 28 different languages. Working in countries where an independent press has either been banned by the government or not well-established, RFE provides uncensored news to its listeners. Developments in radio technology continue to increase the range and clarity of broadcasts over farther distances, allowing listeners to tune in to stations in different countries and continents. Technological growth also means that the cost of broadcasting is lower, and the number of radio stations is increasing internationally.

**The Economist** reported in 2010 that world news stations such as the BBC have steadily been losing listeners as competition increases. In the 12 months prior to the August article, the BBC had lost eight million listeners. Other large news agencies such as Al Jazeera are moving into new markets and attracting listeners. However, large news agencies must compete with an increasing number of local stations. Community radio has the ability to provide news tailored to a smaller population, reporting on local issues that would not make international headlines<sup>3</sup>.

### Focus on Vocabulary 1

#### 4. Study carefully the collocations with «broadcast». Match collocations with their definitions.

Live	news	party political	a) a short television advertisement made by a political party
radio/TV	<b>a broadcast</b>	Internet	b) shown or heard as it is happening
make/do	election	satellite	c) shown before an election to persuade people to vote for a party

#### 5. Make 4 sentences using vocabulary from Exercise 3 and text Reading 1. Read them to your partner who should translate them into Russian.

<sup>3</sup> The original text is taken from <https://cjfe.org/resources/features/importance-radio-21st-century> (12.03.2016).

## 6. Translate the sentences into English using vocabulary from Reading 1.

1. Наш преподаватель более чем уверен, что огромное количество информации нельзя считать надежной. 2. Свободное изложение мыслей в некоторых развивающихся странах подавляется со стороны властей. 3. Некоторые радиостанции теряют слушателей вследствие всевозрастающей безграмотности ведущих, особенно в условия растущей конкуренции. 4. Я предпочитаю смотреть репортажи в режиме реального времени, так как есть шанс увидеть, что на самом деле происходит. 5. Вам следовало послушать последние местные новости по радио. Я шокирован политикой нашего мэра! 6. Радио, работающее при кручении ручки, теперь можно найти только в антикварном магазине. 7. На сегодняшний день выбор радиостанций настолько велик, что я не успеваю настраиваться на новые станции. 8. Крупные радиостанции вещают круглосуточно, однако это не означает, что они предоставляют самую свежую и надежную информацию.

## Speaking 2

### 7. Work in mini groups and discuss the following questions.

- 1) By the late 1930s, the popularity of radio news broadcasts in the USA had surpassed that of newspapers. The period was called The Golden Age of Radio. Discuss in groups what was particular about that period in the USA.
- 2) Do you think that radio could experience another Golden Age? Explain your answer.

## Reading 2

### 8. Make a mind map of text. Compare your mind map with your partner's.

#### The UK Radio Industry

Approximately 90 % of UK residents listen to the radio at some time each week, that's 47.7 million people (all population makes up 53,502 million people). The British radio market is split roughly 50/50 between stations owned and operated by the BBC and stations owned by commercial groups and licensed by Ofcom (Office of Communications). Most listening is via FM, but digital transmissions via DAB are growing in popularity and there is still some listening via AM frequencies (also known as medium and long wave). In addition, there are about 200 community stations, also licensed by Ofcom, and many student and hospital services<sup>4</sup>.

<sup>4</sup> The picture is taken from <http://www.freedigitalphotos.net/> (07.02.2015).



BBC Radio is a service of the British Broadcasting Corporation which has operated in the UK under the terms of a Royal Charter since 1927. The BBC is primarily funded by the TV licence fee, currently £145.50 a year (£12.13 a month), which is payable by everyone in the UK who watches television programming live. Commercial revenue and grants top up this figure to £4.6 billion a year. Of the monthly £12 it earns from each licence fee, the BBC spends £2 on radio. The BBC runs ten national domestic radio stations, five of which are only available in a digital

format. There is a buoyant independent production sector, mostly making programmes for the five main BBC networks. They are represented by the Radio Independents Group (RIG).

Commercial Radio has been broadcasting in the UK since 1973. Stations are funded through advertising revenue and their broadcasting licenses are awarded by Ofcom. There are three national commercial stations broadcasting on FM or AM throughout the UK as well as via DAB, DTV and online. Most commercial stations serve a local or regional area and are owned by one of three big groups which dominate the sector. Some of them have been collected into networks, sharing some programmes and syndicated output.

Community & Voluntary Radio. There are over 200 small-scale not-for-profit stations now operating under Ofcom licenses for the benefit of local communities and interest groups. There is a full list of stations on the Ofcom website. Community radio stations broadcast to a small area, normally within a 3 mile (5 km) radius, and are required by the Act to be not-for-profit organisations, owned by local people, on which the broadcasters are mostly volunteers. They are recognised under the Communications Act 2003 as a distinct third tier of radio in the United Kingdom. The community radio movement in the United Kingdom was founded in the mid-1970s, broadcasting through Restricted Service Licences, the internet and cable<sup>5</sup>.

## 9. Retell the text using your partner's mind map.

### Speaking 2

## 10. Discuss what you know about the radio industry in your country.

## 11. Match the logos of the British radio stations with the definitions below<sup>6</sup>.

<sup>5</sup> The original text is taken <http://www.radioacademy.org/knowledge-bank/uk-radio/> (07.02.2015).

<sup>6</sup> The pictures are taken from: 1 — <https://commons.wikimedia.org/wiki/>(01.02.2016); 2 — <http://streema.com/radios/play/686> (01.02.2016); 3 — <http://www.1049.fm/> (01.02.2016); 4 — [https://ru.wikipedia.org/wiki/BBC\\_Radio\\_4](https://ru.wikipedia.org/wiki/BBC_Radio_4) (01.02.2016); 5 — [https://nl.wikipedia.org/wiki/Fresh\\_FM](https://nl.wikipedia.org/wiki/Fresh_FM) (дата обращения 01.02.2016); 6 — [https://en.wikipedia.org/wiki/Classic\\_FM\\_\(UK\)](https://en.wikipedia.org/wiki/Classic_FM_(UK)) (01.02.2016); 7 — [https://en.wikipedia.org/wiki/Smooth\\_Radio\\_presenter\\_history](https://en.wikipedia.org/wiki/Smooth_Radio_presenter_history) (01.02.2016); 8 — [https://en.wikipedia.org/wiki/BBC\\_Radio\\_5\\_Live](https://en.wikipedia.org/wiki/BBC_Radio_5_Live) (01.02.2016).



- a) It brings you a ‘relaxing music mix’. It’s a station with an upbeat character, generous spirit and a warm personality. They blend great music with engaging personalities but it’s the music that’s at the centre of the listening experience — and the way they make you feel whenever you tune in.
- b) This is a current affairs and speech station, with news, debate and radio drama. Music and sport are the only fields that largely fall outside the station’s remit.
- c) It broadcasts live news and sports commentary with phone-in debates and studio guests. It is the principal radio station covering sport in the United Kingdom, broadcasting virtually all major sports events staged in the UK or involving British competitors.
- d) This radio plays such music as Adele — «Make You Feel My Love», Take That — «Never Forget», Michael Buble — «Home», George Michael — «Careless Whisper», Maroon 5 — «Moves Like Jagger», Robbie Williams — «Angels» etc.
- e) This is one of the BBC’s digital radio stations which transmits predominantly alternative rock, punk, jazz, funk, hip hop with many live sessions.
- f) This radio streams live to the world! Bringing you the ultimate in Electronic Dance Music — from the rare and classic to the newest and cutting-edge. You can get free membership to access exclusive up and coming releases, podcasts and receive updates by email.
- g) The station is based in London and plays popular rock music. The music policy continues to focus on guitar-based rock, mostly British.
- h) It gives a chance to discover classical music and find out more about the best classical composers, musicians and their works.
- i) This is a radio network of eleven independent contemporary hit radio stations in the United Kingdom, owned and operated by Global Radio.
- j) Their musical output is unique and is a mixture of truly eclectic new music and well known pieces by the legends of jazz, selected by the UK’s finest presenters, each experts in their field.



## Project Work

12. In the previous exercise you have looked at various British radio stations. Find information on the main BBC radio stations (BBC 1, BBC 2, etc). Listen to their broadcasting, then present information in class. It would be nice if you could play some programmes or music to provide examples.

## Focus on Vocabulary 2

13. Study carefully the following vocabulary. Prepare a 2-minute report on the art event news. Be sure to use at least 6—10 expressions. Record your report and present the recording in class.

### Culture: Arts

a craft, by hand, folk artists, fine arts, tapestry, pottery, embroidery, a landscape, an oil painting, a watercolor, a sketch, plastic arts, functional arts, do/produce piece of art, performance art, juggling, street artists, art galleries, exhibits, exhibitions, curators, artefacts, figurative/representational, abstract art, contemporary art, a masterpiece, nation's heritage, priceless, culture vultures, philistines, elitist, highbrow/lowbrow tastes, to appeal to, atmospheric perspective, background, color scheme, composition, cool colors, easel, Renaissance, Baroque, Pre-Raphaelites, Cubism.

## Unit 3. Television

I find television very educating.  
Every time somebody turns on the set,  
I go into the other room and read a book.

*(Groucho Marx, an American comedian and film and television star)*

### Starter

#### Culture: Arts

a craft, by hand, folk artists, fine arts, tapestry, pottery, embroidery, a landscape, an oil painting, a watercolor, a sketch, plastic arts, functional arts, do/produce piece of art, performance art, juggling, street artists, art galleries, exhibits, exhibitions, curators, artefacts, figurative/representational, abstract art, contemporary art, a masterpiece, nation's heritage, priceless, culture vultures, philistines, elitist, highbrow/lowbrow tastes, to appeal to, atmospheric perspective, background, color scheme, composition, cool colors, easel, Renaissance, Baroque, Pre-Raphaelites, Cubism.

### Speaking 1

**1. Answer the questionnaire. Find out your score and compare it with your partner's one.**

- 1) How many TVs do you have in your home?  
*a. None b. One c. Two d. More than two*
- 2) How many hours a day do you watch television, on average?  
*a. More than two hours b. Two hours c. One hour d. Half an hour or less*
- 3) Do you receive your television channels mainly through...  
*a. Aerial? b. Satellite? c. Cable?*

4) If you have some free time and you've finished your homework, do you...

a. *always switch on the TV?* b. *sometimes switch on the TV?* c. *do something else?*

5) How do you decide what to watch?

a. *I watch all the programmes I can.* b. *I watch my favourite programmes.*

c. *I look in the paper; if there's nothing I want to see, I don't watch the telly.*

d. *I zap until I find a programme I like.*

6) If people come to visit, and you're watching television, do you...

a. *switch it off?* b. *leave it on?*

7) While you eat supper, is the TV usually...

a. *on?* b. *off?*

Count your score. If you scored...

1. a.0 b.1 c.2 d.3

*More than 18:* You watch too much television! You have a problem!

2. a.4 b.3 c.2 d.1

*12—17:* You like television a lot. Try switching it off more often.

3. a.1 b.2 c.2

4. a.4 b.2 c.0

*7—11:* You choose the programmes you want to watch and only watch those programmes. Good!

5. a.4 b.2 c.1 d.3

6. a.1 b.3

7. a.3 b.1

*Less than 7:* Television plays a very small role in your life.

## 2. Discuss in pairs.

1) Are you satisfied with the results? Is it really about you?

2) What can you say about your family members' habits of watching TV?

## 3. Work in pairs. Look through the list of TV programmes below. Create an ideal TV guide for one day. Keep in mind your target audience. Provide the names of the programmes. Give a general overview of your TV guide to class.

<b>Soap operas</b>	Cartoons	<b>Documentaries</b>	The news	Series
Music programmes		Sport programmes	Debates	Reality shows
<b>Films</b>	The weather forecast		<b>Cooking programmes / Cookery</b>	
Sitcoms	<b>Makeover</b>	Talk-shows	<i>Gardening programmes</i>	

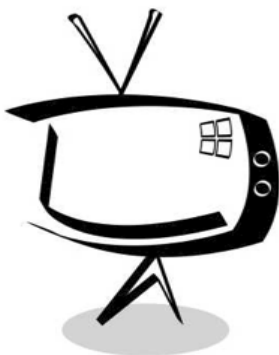
## Reading 2

4. Scan the first paragraph of the essay and define the main idea. Do you agree or disagree with it?
5. Now read the whole text and consider the questions.
  - 1) What arguments does the author provide to support his point of view? Do you find them persuasive?
  - 2) Has this essay weakened or strengthened your attitude towards TV?

### The Breakthrough Invention

*by Matt Fernandes*

1. It has been said that one great television show can change the world. With the ever-growing American culture, I believe this statement to be true. The television is a gateway into worlds we may never see, a portal to endless journeys and struggles we may never experience. Since the invention of the television, the minds of human beings have been transformed into something beyond exceptional. Television shows can possess educational value and can be entertaining, but most important can offer a guiding voice to those who watch and listen.
2. If you were to ask the average person «Do you watch the news? Are you following the presidential campaign?» most would answer yes. But these campaign updates comprise only a small percentage of the educational lessons television has to offer.



Those viewers with the luxury of a satellite can witness the teachings of «Survivor Man», a television show on the Discovery Channel that depicts a man traveling around

the world finding ways to live off the land. «Survivor Man» has<sup>2</sup> been able to teach us that we can live without a cell phone to call for help. Everything we need is right in front of us, even if it does mean having to swallow the occasional bug. A show called «Myth Busters», well, busts myths. By using scientific experiments, these people tackle some of the most outrageous stories we have heard growing up, from combining the ever-dangerous «Pepsi and pop rocks poison» to the famous «Yawns are contagious». Although what these myth-busters are solving may seem a little childish, some hypotheses that they do test are fascinating. One in particular interesting finding was that plants do seem to flourish when classical music is played. The Discovery Channel is just one channel out of hundreds that has proven to be a great source of education.

3. To the average American, television is a way to escape. There is a very high percentage of people who relax by reclining in the arm-

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<sup>7</sup> The picture is taken from <http://www.freedigitalphotos.net/> (11.04.2016).

chair and watching their favorite show, which sometimes deals with humor. Nothing beats a great laugh. One show that achieves this is «Late Night with Conan O'Brien». There are four parts to this show. O'Brien will begin with a very funny monologue. This can be about, and usually is about, the daily news, such as the Super Bowl. He then moves into skits that are not only hysterical but also commendable. Because «Late Night» is a network show, foul language is banned, but that's ok because O'Brien and his writers are unique. They don't need to swear to get the joke out. They have an exceptional sense of humor. The third part of the show is interviewing celebrity guests. I enjoy this segment because I learn things about people that I would not normally have known. The final part of this great show is the musical guest. Many bands have made their first television debut on this show and have since become great musicians. In a way, television has become that connection everybody wants. It's a way of getting heard.

4. Arguing that television is educational and entertaining has been overused. The most important quality of television has been overlooked, the ability to change a person's thinking strategy. To categorize everything on

television into either Good or Bad is wrong. To inspire hope into the viewer is a gift. The ability to help others visualize a positive concept or idea is a blessing. A show that comes to mind is «The Oprah Winfrey Show». Many people watch Oprah because she has the ability to help us grow as a people. Instead of pointing out the faults and problems and condemning us for them, she provides ways to help us fix them. Numerous doctors and authors on her show lend credibility to what she is saying. As a result of Oprah's efforts, the viewer can be changed from seeing the glass half empty to the glass half full. «The Oprah Winfrey Show» has shaped the way we see life. Other shows that have been known to do this are young children's shows, such as «Barney» and «Sesame Street». Just as a book can teach us morals and lessons, so can television. Just as a film or book has the potential to inspire, so does television.

5. In conclusion, the television is a great technological achievement that has the characteristics of a person. Some shows are funny, powerful and inspiring; others are just not worth watching. Although television has a bad reputation, it really is a wonderful tool, bringing into our living room a whole other world.

## **6. Find Russian equivalents of the expressions.**

A gateway into worlds; to be transformed into something beyond exceptional; to possess educational value; a guiding voice; to comprise; only a small percentage; a gateway into worlds; to be proven to be; to deal with humor; nothing beats a great laugh; to move into skits; to be commendable; a foul language is banned; to swear to get the joke out; television debut; to be overused; to be overlooked; a thinking strategy; to inspire hope into the viewer; to visualize a positive concept; to point out the faults; to condemn sb for sth; to provide ways to help to fix sth; to lend credibility; the glass half empty to the glass half full; to shape the way to see life; to teach sb morals and lessons; potential to inspire; to be worth watching; to bring into the living room a whole other world.

7. Make 10 sentences in Russian using phrases from Exercise 6 + keys in English. Ask your partner to interpret them.

## Speaking 2

8. Read the sentences, find out the meaning of the words and phrases in bold. Try to give their definition in English and find Russian equivalents.

1. If you believe fashion **pundits**, we will all be wearing pink this year.
2. If you wanted to know the answer, you had to keep **zapping** from channel to channel.
3. Often the local press are looking more for a **photo opportunity** than a story.
4. He became the most high-profile **newscaster** in Britain when he made his debut as the programme's **anchorman**.
5. Mischief makers, **mayhem** creators, fraudulent shady cartoon characters.
6. The Palace press officers yesterday got a BBC **TV crew** to film newspaper photographers.
7. Television channels like Animal Planet and the Food Network are prime examples of media serving **infotainment content**.
8. You're a **TV talking head**. You don't have the power to convict anybody but thanks for blurt-ing that out as if it mattered.
9. Transmitted **at peak time** Saturday evening, it presented a number of **sound bites** by local politicians.
10. **Broadcasters** use **vox pops** to show the general public feelings about a candidate.
11. I was fascinated by the fact that they could **do live broadcasts** from Memphis.
12. Unlike a true **documentary**, a **docudrama** may include **staged footage** with actors.
13. This week ITV announced that it is dropping **the God slot** due to lack of interest.
14. Three major TV networks immediately cancelled his anti-smoking **commercials**.
15. £100m shot in TV **ratings war** (headline).

9. You are going to complete the gaps in the crossword 'Television World' by giving definitions of the missing words in your partner's crossword. Student A goes to Exercise 13; Student B goes to Exercise 16.

10. Fill in the gaps in the sentences below using the vocabulary from Exercise 8.

- 1) The \_\_\_\_\_ is a tool used in many forms of media to provide a snapshot of public opinion.
- 2) I never watch TV at \_\_\_\_\_: they always show the same celebrities.
- 3) What is a \_\_\_\_\_? It is a television or movie dramatization of events based on fact.
- 4) Could you stop \_\_\_\_\_? It is quite irritating.
- 5) In order to win that \_\_\_\_\_ TV broadcasters made a particular effort to attract more viewers or listeners than their rival.



## Speaking 1

### **14. Work in small groups. Each group should prepare a news digest.**

You are going to discuss a news broadcast on university life.

Roles: the director of the news, a newscaster, a social affairs correspondent, a reporter, a camera operator.

Define the overall topic of the news broadcast; plan the agenda of the broadcast and discuss each report in detail. Present your news digest to other students. Everybody has to take part in news presenting. If possible, shoot your news broadcast using devices.

## Project work

### **15. Make a vox pop. Speak with many ‘men/women on the street’ asking them the same question. Analyze the results and present them in class.**

A vox pop, or «voice of the people/public», is a series of «man-on-the-street» interviews strung together to give listeners a sample of public opinion or mood.

Remember the advice:

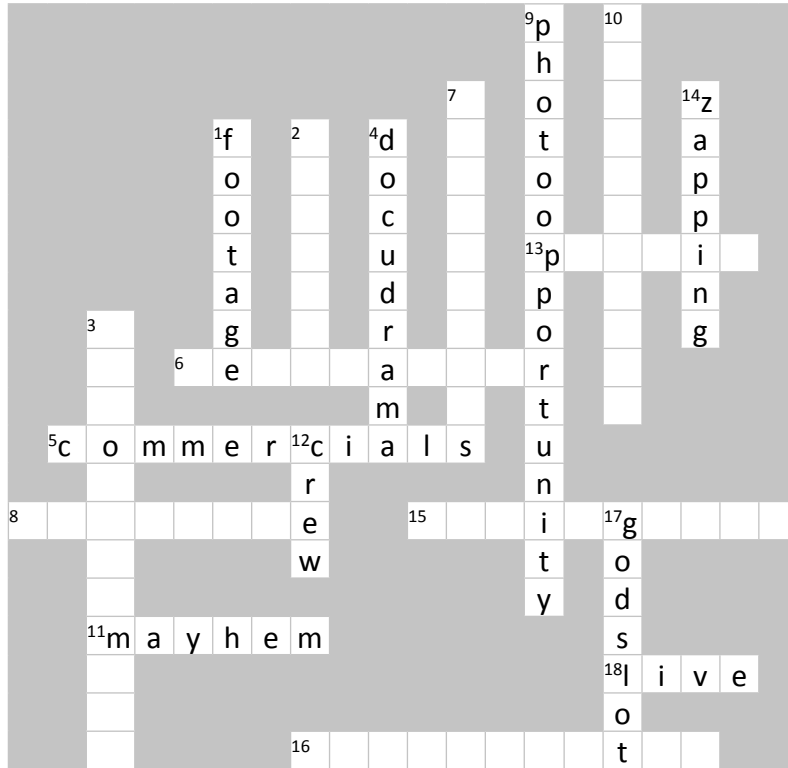
- 1) DO ask an open-ended question. You want to get your interviewee to explain a bit about their perspective. DON'T ask a yes or no question.
- 2) DO ask «why», so your interviewee won't just stick with a one word response.
- 3) DON'T be afraid to ask follow up questions. Interesting audio stems from interesting questions and your interviewee may give you great insight after a second or third follow up<sup>8</sup>.

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<sup>8</sup> The text is taken from <http://americanstudentradio.org/wp-content/uploads/ASR/Vox-Pop-101-KritEdit.pdf> (06.04.2016).



16. Television World. Give definitions to the words which you have in your part of the crossword.  
 Pay attention that there are words and word combinations.



# Unit 4. The Internet

If television's a babysitter, the Internet is a drunk librarian who won't shut up.  
*(Dorothy Gambrell, Catand Girl, Volume I)*

## Starter

**Task 1.** What's happening in the news right now, both in your country and abroad? Present a 2-minute video news report for the lesson.

**Task 2.** Discuss in groups: 'What is the role of the Internet in the lives of Russian citi-zens?'

1. Work in groups and think over a list of situations when you must or need go online. Write them on the board.
2. Continue working in your groups and figure out what problems can arise going online<sup>9</sup>.
3. Summarize the information discussed in the previous tasks and make a conclusion on the use of the Internet, its benefits and drawbacks. Present to the rest of the class.
4. Quiz: The History of the Internet and the essential components. Work in pairs and answer the quiz.



<b>1</b>	<b>What is the ARPAnet?</b>		
	a) The principle precursor of the Internet	b) a network between organizations	c) a network within an organization.
<b>2</b>	<b>Where did the first Internet network appear?</b>		
	a) The UK	b) The USA	c) Russia
<b>3</b>	<b>Where were the first host computers located?</b>		
	a) university	b) military facility	c) scientific center
<b>4</b>	<b>What year is considered to be the first year of the Internet usage?</b>		
	a) 1949	b) 1955	c) 1969

<sup>9</sup> The picture is taken from: [http://www.freedigitalphotos.net/images/Internet\\_g170-Wireless\\_Wifi\\_Icon\\_p53753.html](http://www.freedigitalphotos.net/images/Internet_g170-Wireless_Wifi_Icon_p53753.html) (11.04.2016).

<b>5</b>	<b>Nowadays there are more than..... host computers:</b>		
	a) 500 000	b) 1 million	c) 1, 5 million
<b>6</b>	<b>Yahoo (www.yahoo.com) is a</b>		
	a) Super Computer	b) Portal	c) Website
<b>7</b>	<b>A computer on the Internet that hosts data, that can be accessed by web browsers using HTTP is known as:</b>		
	a) Web Server	b) Web Space	c) Web Computer
<b>8</b>	<b>What is the name given to the temporary storage area that a web browser uses to store pages and graphics that it has recently opened?</b>		
	a) Niche	b) Cellar	c) Cache
<b>9</b>	<b>A domain name ending with «org» is</b>		
	a) A site which has very high traffic	b) An organization	c) A commercial website
<b>10</b>	<b>Which domains are Russian?</b>		
	a) .su and net.ru	b) .net and .com.ru	c) .org and.ru.net
<b>11</b>	<b>Which region's population uses the Internet most?</b>		
	a) Asia	b) North America	c) Europe
<b>12</b>	<b>Where does the fiercest censorship exist?</b>		
	a) Asia	b) South America	c) North America

**5. Work in pairs, summarize the information you have learnt from the quiz, and retell it to each other.**

## Reading 1

**6. Before reading the text answer the question:**

What is expected in the future development of the Internet in your opinion?

**7. Read the summary of the lecture 'Do Global Media Create Community or Conflict?' First, do the vocabulary exercises, then, answer the questions after the text.**

**a) Find English equivalents in the text to the phrases, words in bold are of help to you:**

Непроверенная информация; непримиримая враждебность; чувство общности; утопические взгляды; возможность творить добро; мир, созданный при помощи компьютера; единение; положительное влияние технологий; образы, транслируемые с другого конца света; магическое мышление; спасительное киберпространство; создавать человеческие связи; через национальные и культурные границы; ограниченная ценность мидийных контактов; национальное самолюбование; ускорители глобализации; не

сделать ничего ценного, обратить ярость на что-либо.

b) In the text find synonyms to these phrases. Remember- sometimes they are only contextual synonyms:

- |                            |                              |
|----------------------------|------------------------------|
| 1. to make your blood boil | 8. raw information           |
| 2. arebellion              | 9. a profusion of            |
| 3. to be separated         | 10. to be fuelled with       |
| 4. virtual reality         | 11. hopeful thinking         |
| 5. kind                    | 12. racial dislikes, hate    |
| 6. to overcome             | 13. to be omnipresent        |
| 7. a desperate vision      | 14. reciprocal comprehension |

## Media & the Internet

1. In the mid-1990's some observers saw the internet as a **liberating cyberspace** that would promote a **sense of community** among its users. For example, in 1997, one computer scientist at the Massachusetts Institute of Technology wrote of the possibility of **computer aided peace**. In both cases, a kind of magical thinking about the **benign powers of technology overwhelmed** more balanced perspectives about the consequences of a dramatic technological innovation.
2. As we will see later in this section, early **utopian visions** of the internet and its **potential for doing good** have given way to increasingly **dystopian views** of the internet and its effects. This pessimism includes doubts about mass communications as a **potential vehicle of mutual understanding across national and cultural borders**. It is not surprising that **dissolution about the peace promoting powers** of the cyber sphere appeared after the destruction of the World Trade Towers by terrorists in September of 2001. The dramatic appearance of an apparently **implacable hostility** between Christian and Muslim worlds **portended a clash of civilizations** against which mass media alone could not possibly **prevail**. George Packer wrote in 2002 that the utopian community promised by the **boosters of globalization** had failed to appear. That, as he put it, **togetherness** has not **created the human bonds** that were promised. In some ways, global satellite TV and internet access have actually made the world a less understanding, a less tolerant place. What the media provide, he says, is superficial familiarity, images without context, indignation without remedy. The problem isn't just the content of the media, but the fact that while images become international, people's **lives** remain parochial in the Arab world and everywhere else including here. In Packer's view, mass media contact between politically or culturally **estranged populations appeared to be doing more harm than good**.
3. The American journalist Thomas Friedman, who has written extensively on globalization, expressed a similar viewpoint on the **limited value of media contact** in 2002. Friedman argued that **technological connectivity could accomplish nothing of value** in the absence of social, political, and cultural connections that created some real understanding across these boundaries. And he too detected a kind of **magical thinking** about technological innovations. Because, he says, the internet has an

aura of technology surrounding it, the uneducated believe information from it even more. They don't realize that the internet at its ugliest is just an open sewer, an electronic conduit of **untreated, unfiltered information**.

4. What America exports to poor countries **through the ubiquitous media-** pictures of **glittering abundance** and **national self-absorption-enrages**, those whom it doesn't depress. In Sierra Leone, a teenage rebel in a disarmament camp tried to explain to me why he had joined one of the modern world's most **brutal insurgencies**: «I see on television you have motorbikes, cars. I see some of your kids on TV, they have bikes for themselves, but we in Sierra Leone have nothing». Unable to possess what he saw in **images beamed from halfway around the world**, the teen-

ager picked up an automatic rifle **and turned his anger on** his countrymen. The fantasies of such boy fighters **were stoked with** Rambo movies. To most of the world, America looks like a cross between a heavily armed action hero and a Lexus ad.

5. Looking back over the two decades that have passed since the world wide web went online in 1991, it is clear that what George Packer called the utopian community promised by the boosters of globalization was **wishful thinking**. There was no good reason to believe that the human condition in its entirety complete with **racial hatreds** and **criminal ambitions** would not be uploaded to the cybersphere. But we should also recognize that it is not just technology that inspires magical thinking<sup>10</sup>.

8. **Discuss in groups the questions<sup>11</sup>:**

- a) Has the Internet created a sense of world community?
- b) Does the «global village», created by the Internet, actually resemble a real one?
- c) What examples of implacable hostility caused by the Internet can you think about?
- d) As you see the Internet is difficult to regulate. But what are the ways it can be controlled? And how is it working?
- e) In what a way the Internet is making the world smaller by bringing people together?



## Speaking

**You are going to study the credibility of www resources. Work in pairs and do the following tasks:**

9. **Discuss in pairs how you comprehend the quote by John Green «Oh, Wikipedia, with your tension between those who would share knowledge and those who would destroy it».** Do you agree or disagree with it?

<sup>10</sup> The original text is taken from <https://courses.edx.org/courses/UTAustinX/UT.3.02x/3T2014/courseware/c621df24a6c3498093b36bcf742a0b17/c6318b376c0c499c9adeafceceaa65c3/> (01.04.2015)

<sup>11</sup> The picture is taken from: [http://www.freedigitalphotos.net/images/Internet\\_g170-Internet\\_Media\\_Meter\\_p69248.html](http://www.freedigitalphotos.net/images/Internet_g170-Internet_Media_Meter_p69248.html) (30.04.2016).

10. Wikipedia<sup>12</sup> offers 4 851 911 articles (on 16.04.2015) in English and a great amount of information in other languages. The figures prove the real popularity of the site. Answer the questions:

- ✓ How often do you look for information in Wikipedia? Why? Do you trust it?
- ✓ Do you use any other partner projects of Wikipedia?

11. Wikipedia is hosted by the Wikimedia Foundation, a non-profit organization that also hosts a range of other projects. Match projects in Column A with their definitions in Column B. Which two projects in Column A are not connected to Wikimedia Foundation?



### Column A

1. Wikiquote
2. Wikimedia
3. Commons
4. Wikibooks
5. Wiktionary
6. Wikileaks
7. Wikivoyage
8. Wikidata
9. Wikisource
10. Wikiversity
11. Wikispecies
12. Meta-Wiki
13. Webopedia
14. Wikinews

### Column B

- a) Free-contentlibrary
- b) Freetravelguide
- c) Secret information, news leaks, and classified media from anonymous sources.
- d) Freemediarepository
- e) Directoryofspecies
- f) Free learning materials and activities
- g) Free textbooks and manuals
- h) Freeknowledgebase
- i) Wiki software development
- j) Free-contentnews
- k) search engine for information technology and computing definitions
- l) Collectionofquotations
- m) Dictionaryandthesaurus
- n) Wikimedia project coordination

12. As it is seen from the table in ex. 11 Wikipedia Foundation is enormous and popular. Anyway we have to be careful when looking for necessary data. What questions should we ask ourselves before using any site? Read the text and elaborate evaluation criteria for any webpage according to four categories in bold.

<sup>12</sup> The picture is taken from: [https://en.wikipedia.org/wiki/Main\\_Page](https://en.wikipedia.org/wiki/Main_Page) (30.04.2016).

## Focus on Vocabulary

**13. Study carefully the following vocabulary. Prepare a 2-minute report on Beauty news. Be sure to use at least 6—10 expressions; present your report in class.**

A slave to fashion, must-haves, a fashion icon, vintage clothes, go out of fashion, smart, stylish, fashionable, dressed to kill, a sense of style, have an eye for, mix and match, off the peg, a designer label, keep up with last fashion, on trend, on the catwalk, lingerie, garments, accessories, strike a pose.

Cosmetic/plastic surgery, medical procedures, laser skin-resurfacing, rhinoplasty, liposuction, Botox, anti-aging, fine lines/wrinkles, scars, tissue, grafting, breast lift, be hooked on, implants, prostheses.

# MODULE 2. THE PRESS

## Unit 5. The Printed Media

I always turn to the sports page first, which records people's accomplishments.  
The front page has nothing, but man's failures.

*(Earl Warren)*

### Starter

**Task 1.** What's happening in the news right now, both in your country and abroad?  
Present a 2-minute news report.

**Task 2.** Complete these sentences with your own ideas to make statements.  
Comment on each statement making at least 3 sentences.

1. People read newspapers because ...
2. We buy magazines to ...
3. The most popular newspapers in my country are...
4. I think that journalists ...
5. For me, reading a newspaper is...

### Speaking 1

**1. Work in pairs. Study the vocabulary. What are Russian equivalents of these words and phrases? Make your own sentences with each word/phrase.**



a newspaper *comes out* daily/weekly

a magazine *is published* monthly

The newspaper *says that...*

According to The Times, ...

local/national newspaper

stories *are reported in* a newspaper

read/glance through a newspaper

the circulation of a newspaper

the edition of a newspaper

recycle a newspaper

**2. Match the words and phrases with their definitions and fill in the table.**

1	2	3	4	5	6	7	8

- 1) Periodical                      a) a small-format newspaper featuring short news items, stories about famous people and sensational stories
- 2) Broadsheet                    b) a magazine which contains information about the upcoming week’s events such as broadcast programming, music, clubs, theatre and film information
- 3) (Scientific) journal        c) a magazine for fans of a pop group or sports team
- 4) E-zine                            d) a medium used to express ideas via images, often combined with text or other visual information
- 5) Listings magazine        e) a published work that appears in a new edition on a regular schedule
- 6) Tabloid                          f) large-format newspaper, a ‘quality newspaper’ with a higher intellectual content than a tabloid
- 7) Comic                            g) a serious magazine produced for professional people or those with a particular interest
- 8) Fanzine                         h) a magazine which appears on the Internet

**3. Work in pairs. Think of some examples of the media from Exercise 2 in Russia and Petrozavodsk. What kind of stories do they publish? Which of them do you read? Share your ideas with the class. What else can you say about them? Use the vocabulary from Exercise 1.**

## Reading 1

### 4. Look through the text and answer the questions.

- 1) What is the main purpose of press associations and press agencies?
- 2) Why were press associations and agencies a fast way of news transmission?
- 3) What kinds of news do press agencies and associations cover today?
- 4) How do modern news reports differ from the ones of the 19<sup>th</sup> century?

### Press Associations and Press Agencies

*Organizations for the collection, transmission, and distribution of news to newspapers, periodicals, television, radio, and other journalistic and mass communications media.*

*Press associations and press agencies are independent companies whose services are available to anyone paying a subscription fee. These news-gathering organizations originated in a general need for faster transmission of news. The invention of telegraphy in the mid-19th century provided the means for this, as well as the impetus for the modern development and extension of wire and electronic services.*

Present-day press agencies and associations *vary in* form. The best known *operate as* worldwide *news-reporting services*, providing general *news coverage*. Others *provide national or regional coverage of* routine or special news (*stock market quotations* are an example of the latter). Still others offer specialized services, *reporting news* of particular interest to people of a specific religion or profession. Large newspapers, such as the Guardian, the Daily Telegraph, and the Times, usually have their own *news-gathering networks*, and *syndicate stories* filed by their reporters; however, these papers *rely on* the international services for broader coverage. Straight news reports in the *form of hard copy* are still the *mainstay* of most modern press agencies and associations, but *news transmission* now also includes photographs, tape recordings, *film footage*, and video recordings for television news programmes<sup>13</sup>.

### 5. Write down the italicized words. Explain in English what they mean. Learn the vocabulary.

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<sup>13</sup> The original text is taken from <http://mediareading.blogspot.ru/2007/06/week-15-press-associations-and-press.html> // «Press Associations and Press Agencies», Microsoft® Encarta® 99 Encyclopedia. © 1993—1998 Microsoft Corporation. All rights reserved (04.05.2015).

**6. Work in pairs. Complete the table. Use a dictionary to check your results after you have finished. Highlight the suffixes in the words.**

Verb	Attribute	Person noun	Abstract noun/ Object noun
			transmission
rely			
			collection
originate		—	
			distribution
provide	—		
			subscription
vary		—	
	Independent		
operate			

**7. Complete the sentences using the words from Exercise 6 in the correct form.**

1. This word is Latin in O\_\_\_\_\_. 2. The dress is available in V\_\_\_\_\_ colours. 3. Your salary will D\_\_\_\_\_ on your skills and experience. 4. You can S\_\_\_\_\_ to the magazine for as little as \$40 a year. 5. I believe in his R\_\_\_\_\_. He is a trustworthy person. 6. He underwent a minor O\_\_\_\_\_ on his elbow in the winter. 7. What is the main T\_\_\_\_\_ of the virus? 8. We all bear C\_\_\_\_\_ responsibility for the environment. 9. Reducing Europe's D\_\_\_\_\_ on Russian gas as a source of energy is possible but it will take time and money. 10. The students in my group come from a V\_\_\_\_\_ of backgrounds.

**8. Discuss in small groups and answer the questions.**

1. What press associations and press agencies do you know? Try to remember as many as possible.
2. Which of them provide Russian media with information? Which are the most well-known in Russia?
3. Are there any famous Russian press associations and press agencies? What can you say about their work?

## Speaking 2

9. Work in pairs. Do you know what information is given in these sections of a newspaper? Give definitions to the words *features* and *obituary*. You may use a dictionary. Discuss with the class the contents of the following newspaper sections.

home news	business	Sports	travel	weather forecast
world news	financial	Obituaries	horoscopes	gossip column
features	arts	Fashion	letters	crossword

10. What sections are usually included in a) a national newspaper, b) a local newspaper, c) both? Classify the words.

## Project work

11. Buy a newspaper. Read the articles. Bring the newspaper to class. Prepare a monologue and tell the class what type of newspaper it is, what sections it includes and what the articles in the sections are about.

## Translation

12. Translate the sentences into English using the vocabulary from the unit.

1. Персонал нашей газеты не сможет обеспечить высокий *тираж*. Нам нужно нанять еще репортеров, чтобы *охватить* все *рубрики*, интересные такой *разнообразной* аудитории, и повысить тираж. 2. Все *крупные государственные газеты* сообщают о повышении ключевой ставки. Ты уже читал новости? 3. Эта *местная газета* ежедневно публикует международные, государственные и местные новости. 4. Согласно «Известиям», инфляция в стране стремительно растет. 5. Школьники собирали газеты и сдавали их на *переработку*. 6. *Основное направление* работы нашей газеты — *обеспечить* всестороннее и своевременное *освещение* государственных и региональных текущих событий. 7. *Информационные агентства* собирают, передают и распространяют информацию о событиях, происходящих в мире. 8. Я оплатил годовую *подписку на журнал* через Интернет. 9. В газете также публикуются биржевые курсы. 10. Газета *выходит каждую неделю* — по вторникам.

## Focus on vocabulary

**13. Study carefully the following vocabulary. Prepare a 2-minute report on the Crime news. Be sure to use at least 6—10 expressions. Present your report in class, both orally and in writing.**

### Crime

to commit a crime — to accuse sb of a crime — to charge sb with a crime — to sentence sb to — to defend/prosecute sb in court — to send sb to prison — to release sb from prison — to be tried — to fine sb a sum of money — to pass verdict on sb — trial — the accused — victim — case — evidence — judge — jury — prosecutor — witness — lawyer — guilty — innocent — community service — to get a life sentence/suspended sentence

## Questions for discussion / debate

1. Does the low number of women and minorities in the newsroom affect the way in which news is covered and presented?
2. Do newspapers have an immediate effect on our behaviors and attitudes?

# Unit 6. Press Agencies and Press Associations

News travels fast in places where nothing much ever happens.  
(Charles Bukowski, *Ham on Rye*)

## Starter

**Task 1.** What's happening in the news right now, both in your country and abroad? Present a 2-minute news report.

**Task 2. Answer these questions in detail.**

1. How do reporters collect information and write articles?  
What steps do they take when they cover world news/home news?
2. What features of character should a reporter have? Why?
3. Is it a difficult profession? Is it dangerous? Why?
4. Why do you think people choose this profession?

## Speaking 1

**1. Fill in the gaps with the following verbs in the correct form.**

come                      leak                      hear                      spread                      break

1. Have you \_\_\_\_\_ the good news? Michael's got the job! 2. I didn't know how I was going to \_\_\_\_\_ the bad news *to* my mother. 3. No sooner had the scandal news \_\_\_\_\_ *out* than my telephone started ringing. 4. That day the news \_\_\_\_\_ of the beginning of the war. 5. News of the tragedy \_\_\_\_\_ quickly *around* the town.

**2. Split into groups of three. Your teacher will give each of you a text with a task. Do the task working in your small group.**

## Reading

3. Read the text and decide if the information in the sentences below is true, false or not given in the text. Fill in the table with your answers. Write T, F or NG.

1	2	3	4	5	6	7	8

- 1) Telegraph became a threat for newspapers in reporting news.
- 2) Many newspapers got access to the news when the telegraph gained popularity.
- 3) Because of the invention of the telegraph many reporters lost their jobs.
- 4) It became very expensive for newspapers to collaborate to get the news using the telegraph.
- 5) Not all newspapers could afford to get the news from distant places working on their own.
- 6) Competition between newspapers became stronger after the telegraph was invented.
- 7) In the 70s of the 19<sup>th</sup> century the AP obtained a publishing house.
- 8) The AP started selling the news to newspapers.

### The Beginning of a Legend

The Associated Press was created after the invention and wide-spread adoption of the telegraph created problems for newspapers of the time. Newspapers feared that the telegraph would eventually take over the task of delivering the news altogether.

Newspapers were used to competing for stories and receiving news before any other newspaper in the area. Once the telegraph was used frequently, the news became more readily available to all newspapers at the same time. The only way to be competitive was to send a reporter from each individual paper to get the news first, essentially redefining the role of a reporter. Newspaper reporters were often sent on rowboats to meet incoming ships in the harbor to get the news as quick as possible, this was not only costly for newspapers but dangerous for reporters.

The expense of obtaining stories in faraway places became almost impossible. Sending a reporter, in addition to dispatching the news back to the office via the telegraph wire, would have put many newspapers out of business. The transmission of the news was too costly for a single paper.

A solution for many newspapers was to create «networks» and groups of reporters who would dispatch their material to a central office where the material would then be made available to all the newspapers in the area.

Although this solution eliminated some competition between rival newspapers vying to get the story first, it prevented newspapers from incurring massive expenses and allowed them to have a much bigger coverage area than ever before.

The first «network» organization or news agency was the New York Associated Press, a group of New York newspapers set up in 1848. Ten men representing six competitive newspapers in New York met to discuss pooling resources to collect the latest news from Europe and other areas efficiently and less expensively.

The Associated Press's coverage eventually covered news as far away as Halifax, Nova Scotia, Boston, Philadelphia, Washington and the Midwest. It used the telegraph and Samuel Morse's code to dispatch news to local papers. In 1875 the Associated Press was the first news organization to obtain a leased telegraph wire.

The organization was quick to dominate the telegraph companies and the business of selling the news to newspapers and as we all know, it is still in business today.

I recommend reading the novel *The Victorian Internet* to learn more information about the founding of the AP and how the technology of the telegraph helped shape our communication methods for the future<sup>14</sup>.

**4. Work in pairs. Form different parts of speech (adjective, person noun, abstract noun) adding suffixes to these verbs. Use a dictionary to check your results after you have finished. Highlight the suffixes in the words.**

- |            |            |             |
|------------|------------|-------------|
| 1) invent  | 4) compete | 7) report   |
| 2) prevent | 5) deliver | 8) cover    |
| 3) adopt   | 6) fear    | 9) dominate |

**5. Complete the sentences using the words from Exercise 2 in the correct form.**

1. While travelling abroad, take P\_\_\_\_\_ measures to avoid illness. 2. When you order a meal to your house, most Indian restaurants offer free D\_\_\_\_\_. 3. Japan became D\_\_\_\_\_ in the mass market during the 1980s. 4. People are F\_\_\_\_\_ of rising crime in the area. 5. The stores have to C\_\_\_\_\_ for customers in the Christmas season. 6. New technology is very often expensive, so the early A\_\_\_\_\_ still often pays quite a lot. 7. The murder has received extensive media C\_\_\_\_\_. 8. Some US industries are not as C\_\_\_\_\_ as they have been in the past.

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<sup>14</sup> The original text is taken from <http://iml.jou.ufl.edu/projects/spring04/vance/newspaperwars.html> (09.06.2016).



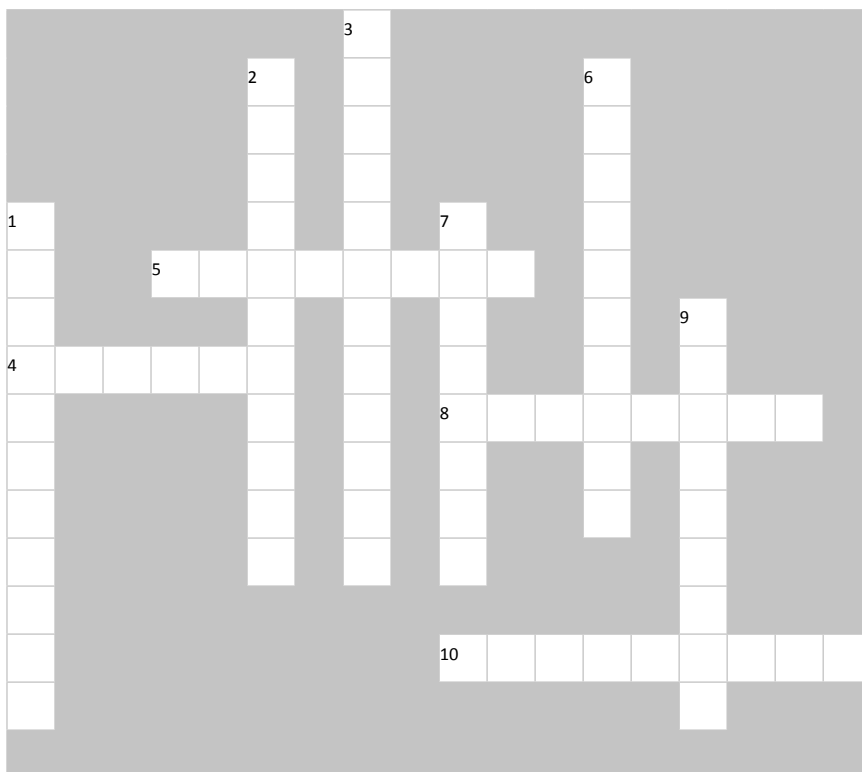
6. Work in pairs. Find the equivalents of the following words in the text. Make your own sentences with them.

- 1) изобретение
- 2) введение в оборот
- 3) сообщать новости
- 4) получать новости
- 5) соперничать за
- 6) часто
- 7) конкурирующая газета
- 8) заполнить историю
- 9) отдаленное место
- 10) отослать новость обратно

- 11) посредством телеграфной линии
- 12) решение
- 13) доступный
- 14) уничтожить конкуренцию
- 15) стремиться, соперничать
- 16) понести крупные расходы
- 17) зона охвата
- 18) основать организацию
- 19) самые свежие новости
- 20) возглавить

## Speaking 2

7. Work in pairs or small groups. Do the crossword puzzle. All the words mean people who work on a newspaper. The first letter of each word is given to you.



**Across:**

4) someone who corrects, refines and polishes a writer's work is called an E \_\_\_\_\_

5) someone who plans the image of a newspaper, visually creates each page of the publication using various types of design software is called a D \_\_\_\_\_

8) someone whose job is to write articles in a newspaper or magazine giving their opinion about a new play, book, art exhibition etc is called a R \_\_\_\_\_

10) a newspaper or magazine writer whose name is featured over his/her regularly published written pieces is called a C \_\_\_\_\_

**Down:**

1) someone who asks questions to people to gather information and write newspaper interview is called an I \_\_\_\_\_

2) someone whose job is to draw pictures for newspapers or magazines is called an I \_\_\_\_\_

3) someone who takes pictures to illustrate the facts in an article is called a P \_\_\_\_\_

6) someone who draws cartoons for a newspaper or magazine is called a C \_\_\_\_\_

7) someone who gathers and writes about news for a newspaper, radio or TV is called a R \_\_\_\_\_

9) someone whose job is to sell newspapers and magazines is called a N \_\_\_\_\_

**8. Compare your answers with the ones of other students, make sure your spelling is correct. You may use a dictionary.**

**9. Imagine you want to work for the BBC news corporation. Choose one of the professions mentioned above and think of the requirements a candidate needs. Choose a position you would like to get and write a CV and get ready for an interview with the employer. Act out the interview. Your teacher will appoint the interviewer.**

## Translation

**10. Translate the sentences into English using the vocabulary from the unit.**

1. Как правило, скандальные новости *распространяются* быстро, как только *просачиваются* в прессу. 2. Не успел он *узнать* новости о грядущем сокращении, как тут же *сообщил* их всему отделу. 3. *Конкурентоспособный* репортер — это специалист, умеющий быстро *получить* информацию и *доставить* ее аудитории в приемлемой для издания форме. 4. Редакция *понесла значительные расходы*, после того как несколько известных репортеров ушли к конкурентам. 5. Вы слышали *последние* финансовые новости? Курс доллара снова снизился. 6. Сведения о доходах компании *доступны* каждому заинтересованному лицу. Финансовые отчеты регулярно размещаются на сайте компании. 7. Порочащие сведения стремительно *распространяются* через Интернет. Мы должны прекратить это как можно скорее! 8. *Решением* этой проблемы могла бы стать продажа компании.

## Focus on vocabulary

11. Study the vocabulary. Prepare a 2-minute report on the Science and technology news. Use at least 6—10 expressions. Present your report in class, both orally and in writing.

### Science and technology

to conduct an experiment — to discuss a problem — to analyze an issue — to examine — to provide evidence — to illustrate — to investigate — to find — to offer a explanation — to explore — to describe — to establish a connection — to demonstrate — to experiment with — finding — gridlocked traffic — genetic modification — genetically modified — global village — extraterrestrial beings — virtual reality — interplanetary travel — digital technology — satellite communication — ergonomics — artificial intelligence — disease — resistant — biotechnology

## Unit 7. The Yellow Press

If you keep your mind sufficiently open, people will throw a lot of rubbish into it.

*(William A. Orton)*

### Starter

**Task 1.** What's happening in the news right now, both in your country and abroad?

Present a 2-minute news report.

**Task 2. Comment on these statements. Express your ideas making at least three sentences.**

- 1) When I want to be informed, I buy a magazine. When I want to be educated, I buy a book.
- 2) Glossy magazines are for lazy people. They steal your time and energy.
- 3) Buying a magazine is a waste of money.

### Reading

**1. Fill in the gaps with the correct forms of the words on the right.**

#### The Penny Press

The Penny Press was most 1) \_\_\_\_\_ for its low price, a penny per paper. It became 2) \_\_\_\_\_ with the American public because while other papers were priced around six cents, they were able to sell their paper for just a penny. The low price made newspapers and the news 3) \_\_\_\_\_ to more than just upper class citizens for the first time. The labor and lower classes were able to purchase a paper and read the news.

1) fame

2) popularity

3) availability

Newspapers also began paying more 4) \_\_\_\_\_ to the public it 5) \_\_\_\_\_. They were quick to realize that the same information and news that interested the six cent public, did not interest the penny public. Newspapers used 6) \_\_\_\_\_ from police stations, criminal courts and divorce courts to fill their paper and make it more 7) \_\_\_\_\_ to their new public.

The heavy 8) \_\_\_\_\_ on advertising as a major source of revenue was a main reason that the Penny Press was 9) \_\_\_\_\_ to sell papers for a 10) \_\_\_\_\_ price than anyone else. Other papers 11) \_\_\_\_\_ heavily on subscriptions and daily sales. The price of paper and materials used to 12) \_\_\_\_\_ the newspapers also decreased making the 13) \_\_\_\_\_ of the newspaper itself less expensive.

A pioneer during the Penny Press era was Benjamin H. Day, the 14) \_\_\_\_\_ of the New York Sun. The Sun was the first popular penny paper. The paper's motto, 15) \_\_\_\_\_ at the top of every front page was:

*«The object of this paper is to lay before the public, at a price within the means of every one, all the news of the day, and at the same time offer an advantageous medium for advertisements» (Book № 3).*

The changes made to the newspaper during the Penny Press era set a precedent for the way newspapers 16) \_\_\_\_\_ today. Newspapers rely heavily on 17) \_\_\_\_\_ as a main source of income and that is also a main reason they are still 18) \_\_\_\_\_ at relatively low prices today. Newspapers also pay more attention to their surrounding communities and 19) \_\_\_\_\_ of important information more diligently and objectively. Newspapers changed their 20) \_\_\_\_\_ when they no longer relied so dependently on subscriptions or daily sales to make a profit<sup>15</sup>.

- 4) attentive
- 5) service
- 6) informative
- 7) appealed
- 8) dependent
- 9) ability
- 10) low
- 11) reliable
- 12) product
- 13) productive
- 14) foundation
- 15) print
- 16) operation
- 17) advertisement
- 18) offer
- 19) reporter
- 20) covering

## 2. Answer the questions. Support your answer with at least 2 sentences.

1. How did the price of penny press newspapers influence American journalism?
2. What were the articles about?
3. What made penny press newspapers cheaper than other newspapers?
4. What does the penny press and modern press have in common?
5. Are there any modern-day newspapers in Russia that are similar to penny press newspapers?
6. What modern newspapers use the same ways of attracting readers as penny press newspapers?
7. Have you heard of yellow journalism? What do you know about it? Are there any similarities between the penny press and yellow journalism?

<sup>15</sup> The text is taken from <http://iml.jou.ufl.edu/projects/spring04/vance/pennypress.html> (11.02.2015).

## Speaking 1

**3. Work in pairs or small groups. Make questions with these words and ask them to your partner(s).**

subscribe <i>to</i> a magazine/newspaper	an article <i>about</i>
an issue of a newspaper/magazine	a report <i>on</i>
<i>on</i> the front/back cover of a magazine	a feature <i>on</i>
read a magazine from cover to cover	an interview <i>with</i>

**4. Work in pairs or small groups. Use brainstorming to generate some ideas and answer the questions below. Then make a mind map and use it to speak in front of the class.**

1. What categories of magazines are popular in Russia? Give examples. What articles do they publish? What kinds of people buy them?
2. What magazines do men read? Why? What sections do they include?
3. What magazines do women read? Why? What sections do they include?
4. Are there special magazines for kids? What do kids like about them?

## Reading 2

**5. Look at the list below. What information do these kinds of magazines contain? Who reads them? Why? Do you find any of these magazines interesting?**

- |                      |                       |
|----------------------|-----------------------|
| 1) listings magazine | 4) fanzine            |
| 2) computer magazine | 5) consumer magazine  |
| 3) fashion magazine  | 6) scientific journal |

6. What kinds of magazines are these extracts from? Match the numbers 1—6 with the letters A-F<sup>16</sup>.

<p>A) <b>10. Buttons</b>          Forget It bags, it's all about buttons. From J. Crew's sewing basket-inspired maxi skirts to Victoria Beckham's oversized versions to Tory Burch's sweaters and skirts, designers have put the cool into clasps.</p>	<p>B) A) ABOUT OUR TEST          WE BAKED A SPECIAL BLEND OF SOAP SCUM ON TO WHITE CERAMIC TILES.          WE THEN TESTED EACH CLEANER ON 8 TILES: EACH TILE WAS SCRUBBED 20 TIMES WITH A SPECIALLY DESIGNED MECHANICAL SCRUBBER. TO DETERMINE THE SCUM-REMOVAL RATING, WE MEASURED THE LIGHT REFLECTED BEFORE AND AFTER SCRUBBING.          WHAT WE FOUND</p>
<p>C) <b>12:00PM</b>          NBC4 News at Noon  <b>1:00PM</b>          Days of Our Lives  <b>2:00PM</b>          The Meredith Vieira Show          The Bachelor Host Chris Harrison;          Comedian Wanda Sykes; Little Black Dress; Pick Up the Pieces Patrol  <b>3:00PM</b>          The Ellen DeGeneres Show</p>	<p>D) <b>Against the backdrop of «Snowmageddon» and other powerful winter storms that have blasted the United States, Europe, and Asia in the past few years, a different kind of tempest has been swirling within the Arctic science community. Its core is a flurry of recent research proposing that such extreme weather events in the midlatitudes are linked through the atmosphere with the effects of rapid climate change in the Arctic, such as dwindling sea ice.</b></p>
<p>E) The Stone Roses biography          FORMED: 1985, Manchester, England          DISBANDED: October 1996          REFORMED: 18 October 2011          Slowly came the Roses, very slowly. Edging into a mid eighties Manchester scene dominated by the unholy trinity... The Smiths, New Order... The Fall and, lurking in the shadows, seemingly endless copycat outfits, relentlessly churning over a drone borrowed from the underbelly of the big three, adding little.</p>	<p>F) THE TYPICAL PASSWORD MANAGER WORKS IN THE BACKGROUND TO HELP YOU DEAL WITH THE PLETHORA OF PASSWORDS ALL MODERN WEB SURFERS SUFFER. AS YOU LOG IN TO A SITE, IT CAPTURES YOUR USERNAME AND PASSWORD AND OFFERS TO SAVE THEM. WHEN YOU RETURN, IT FILLS IN THOSE SAVED CREDENTIALS AUTOMATICALLY. MOST LET YOU PICK FROM A MENU OF SAVED LOGINS, SO THAT WITH ONE CLICK YOU CAN NAVIGATE TO A SECURE SITE AND LOG IN.</p>

<sup>16</sup> <http://www.thestoneroses.co.uk/>, <http://securitywatch.pcmag.com/>, <http://www.tv.com/listings/> (15.05.2015), <http://www.fashionmagazine.com/>, <https://www.consumer.org.nz/>, <http://www.sciencemag.org/> (16.05.2015).

## Reading 3

**7. Read the text and complete the following statements with your own words. Give a detailed answer.**

- 1) William Randolph Hearst and Joseph Pulitzer were rivals who competed for...
- 2) The content of newspapers became different when...
- 3) The Yellow Kid was a character...
- 4) Due to the rivalry between the *New York World* and *New York Journal* the news...
- 5) Hearst published articles about the Spanish-American War and Cuba's involvement because...
- 6) The Spanish-American War was very so important for Hearst that...
- 7) Nowadays Pulitzer is well-known for...
- 8) 'Yellow journalism' means...

### **The «Yellow Fever» of Journalism**

Yellow Journalism is a term first coined during the famous newspaper wars between William Randolph Hearst and Joseph Pulitzer.

Pulitzer's paper the *New York World* and Hearst's *New York Journal* changed the content of newspapers adding more sensationalized stories and increasing the use of drawings and cartoons.

As more cartoons were being published in newspapers, Pulitzer began to publish a cartoon of his own that he titled «The Yellow Kid» in 1896. The cartoon was created by R. F. Outcault and became one of many objects fought over between Hearst and Pulitzer during their rivalry. Hearst later took Outcault and his cartoon from Pulitzer by offering him an outrageous salary. Pulitzer published another version of the cartoon very similar to «The Yellow Kid» to continue competing with Hearst.

With so much competition between the newspapers, the news was over-dramatized and altered to fit story ideas that publishers and editors thought would sell the most papers and stir the most interest for the public so that news boys could sell more papers on street corners.

They often used the «Yellow Kid» to sensationalize stories and discredit the stories of other newspapers. The «Yellow Kid» was also used to sway public opinion on important issues such as the Spanish-American war. Newspapers of the era did not practice the objectivity that newspapers today strive for.

Many historians believe that Hearst in particular played a major role in the American involvement with Cuba during the Spanish-American War. Hearst saw the war as a prime opportunity to boost his newspaper sales. He was the first newspaper to station a team of reporters in Cuba to monitor the events happening there. Hearst published articles of brutality, cruelty and inadequate care to sway public opinion regarding America's involvement in the war.



Two reporters, Richard Harding Davis and Frederick Remington, were the highest paid reporters for Hearst stationed in Cuba. When Remington sent a telegram telling Hearst that there was not much going on there, Hearst replied with his famous telegram, «You furnish the pictures and I'll furnish the war». This is just a small example of Hearst sensationalized practices.

Hearst also became very involved with the war itself, after much public swaying through the dramatized stories of his paper, he eventually pushed the President to sign a bill officially entering America into the war.

Ironically, the term «Yellow Journalism» is partly credited to Pulitzer's involvement in the conflict with Hearst. As we are all aware, Pulitzer is now famous for his awards of outstanding journalistic achievement with the Pulitzer Prize<sup>17</sup>.

## Speaking 2

**8. Split into groups of three. Your teacher will give each you an article from <http://yellowpress.com/>. Read your article. Retell the article to you partners. Give as many details as you can.**

**9. Listen to the stories your partners have read. Discuss these questions in your small group.**

- 1) What do your articles have in common?
- 2) What makes them examples of yellow journalism?
- 3) How can you describe the language of the articles (style, vocabulary, grammar)? Give examples.
- 4) What techniques did the authors use to attract the reader?
- 5) What adjectives can you use to describe the articles? You can use a dictionary.

**10. Share your ideas with the class. Make a conclusion about special features of yellow press articles.**

**11. Translate the sentences into English using the vocabulary from the unit**

1. *Производство* спортивного инвентаря растет быстрыми темпами. Разные виды оборудования становятся *доступными* всем видам потребителей. 2. *Основатель* нашей компании уделяет много *внимания* ее развитию и деятельности. 3. Доходы от *рекламы* позволяют снизить *зависимость* компании от доходов от производства. 4. Штат нашей газеты *не способен* охватить такую обширную *зону покрытия*. 5. Мой дядя каждый год *выписывает* этот научный

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<sup>17</sup> The original text is taken from <http://iml.jou.ufl.edu/projects/spring04/vance/yellowjournalism.html> (19.07.2015).

журнал и *читает его от корки до корки*. 6. Вчера вышел свежий *выпуск* журнала с фото премьер-министра *на обложке*. 7. Я еще не читал *доклад* министра *об* итогах реформы, я только слышал *интервью* с ним. 8. Дедушка попросил купить ему *телепрограмму* на неделю. Зайди, пожалуйста, в *газетный киоск*. 9. Ей нравится читать *комиксы*, иногда она даже их раскрашивает. 10. Недавно я читал интересную *заметку* о влиянии атмосферного давления на самочувствие. Ты не мог бы посоветовать мне более подробные *статьи* об этом?

## Focus on vocabulary

**12. Study carefully the following vocabulary. Prepare a 2-minute report on the Environment news. Be sure to use at least 6—10 expressions; present your report in class, both orally and in a written form.**

### Environment

To protect / to preserve / to safeguard — to damage / to harm — to pollute — harmful to — over-fishing — destruction of the ozone layer — destruction of the rainforests — overpopu-lation bat-tery farming — waste disposal — pesticides — fertilizers — organic farming — natural disaster — emergency supplies — to evacuate — to airlift to safety — to start a re-lief fund — to provide aid — charity — wind-farms — solar power — wave power — re-newable energy sources

## Questions for discussion / debate

1. Do paparazzi threaten people's privacy? How can celebrities protect themselves?
2. Can privacy be protected in the information age?

## Unit 8. Online Journalism

It is the greatest truth of our age: Information is not knowledge.  
(Caleb Carr)

### Starter

**Task 1.** What's happening in the news right now, both in your country and abroad? Present a 2-minute news report.

**Task 2. Discuss the questions in small groups. Share your ideas with the class.**

1. Do you read any online news media? Why? What attracts you?
2. Do you trust these sources of information? How can you comment on credibility of online newspapers?
3. Do you read any online news reports in English? How do they report news compared to Russian media?

### Speaking 1

**1. Work in pairs. Match the words from the first column with the words from the second column making collocations. Explain their meaning.**

- |                |                                       |
|----------------|---------------------------------------|
| 1) Search      | a) connection (at home)               |
| 2) Unlimited   | b) a joke (to your friend)            |
| 3) To download | c) the sites (you want to go back to) |
| 4) To go       | d) the helpline                       |
| 5) Service     | e) the net                            |
| 6) To bookmark | f) access (to the Internet)           |
| 7) To surf     | g) engine                             |
| 8) Internet    | h) provider                           |
| 9) To call     | i) files (from the Internet)          |
| 10) To forward | j) online (regularly)                 |

**2. Complete each of the sentences with one of the expressions above.**

1. Make ABC your \_\_\_\_\_ and enjoy our fast Internet speeds to suit every need. 2. Sometimes I \_\_\_\_\_ to my friends to make them laugh. 3. You can \_\_\_\_\_ if you need advice or information about your Internet access. Our specialists will answer your questions anytime. 4. I like borrowing interesting recopies from the Internet. I don't copy them, I just \_\_\_\_\_ I want to go back to later. 5. I enjoy \_\_\_\_\_ while I am having dinner. I read news and chat with friends in social nets. 6. I don't have \_\_\_\_\_ at home, so I answer emails at work.

**3. Make a short story using as many of the above expressions as you can. Present it to class.**

**4. Make questions with the above expressions. Address them to class.**

**Reading**

**5. Read the text about digital journalism. Fill in the column 'Digital journalism' with information from the text.**

	<b>Digital journalism</b>	<b>Print journalism</b>
1) What forms of presenting information are common for this kind of journalism?		
2) What made this kind of journalism popular?		
3) What communication options does this kind of journalism offer its audience?		
4) What can you say about the speed of delivering information by means of this kind of journalism?		
5) How does the speed affect accuracy?		
6) How does this kind of journalism influence the ability of readers to get information? Do they need any special skills?		
7) How credible is this kind of journalism? Why?		
8) What are the main advantages?		
9) What are the main disadvantages?		

Digital journalism also known as online journalism is a contemporary form of journalism where *editorial* content is *distributed via the Internet* as opposed to publishing *via print or broadcast*. The primary product of journalism, which is news and features on *current affairs*, is presented solely or in combination as text, audio, video and some interactive forms, and *disseminated* through digital media platforms.

Fewer barriers to entry, lowered *distribution costs*, and diverse computer networking technologies have led to the widespread practice of digital journalism. It has democratized the flow of information that was previously controlled by traditional media including newspapers, magazines, radio, and television.

Digital journalism allows for connection and discussion at levels that print does not offer on its own. People can *comment on articles* and start discussion boards to discuss articles. Before the Internet, *spontaneous discussion* between readers who had never met was impossible. The process of discussing a news item is a big portion of what makes for digital journalism. People add to the story and connect with other people who want to discuss the topic.

Digital journalism creates an opportunity for niche audiences, allowing people to have more options as to what to view and read.

Digital journalism opens up new ways of storytelling; through the technical components of the new medium, digital journalists can provide a variety of media, such as audio, video, and digital photography.

Digital journalism represents a revolution of how news is consumed by society. Online sources are able to provide quick, efficient, and accurate reporting of *breaking news* in a matter of seconds, providing society with a synopsis of events as they *occur*. Throughout the development of the event, journalists are able to feed online sources with information *keeping readers up-to-date* in mere seconds. The speed in which a story can be posted can *affect the accuracy* of the reporting in a way that doesn't usually happen in print journalism. Before the emergence of digital journalism the printing process took much more time, allowing for the discovery and correction of errors.

News consumers must become *Web literate* and use critical thinking to *evaluate the credibility of sources*. Because it is possible for anyone to write articles and *post them on the Internet*, the definition of journalism is changing. Because it is becoming increasingly simple for the average person to *have an impact* in the news world through tools like blogs and even *comments on news stories on reputable news websites*, it becomes increasingly difficult to *sift through the* massive amount of information coming in from the digital area of journalism.

There are great advantages with digital journalism and the new blogging evolution that people are *becoming accustomed to*, but there are disadvantages. For instance, people are used to what they already know and can't always catch up quickly with the new technologies in the 21st century. The goals of print and digital journalism are the same, although different tools are needed to function.

The interaction between the writer and consumer is new, and this can be credited to digital journalism. There are many ways to get personal thoughts on the Web. There are some disadvantages to this, however, the main one being *factual information*. There is a *pressing need for accuracy* in digital journalism, and until they find a way to press accuracy, they will still face some criticism.

One major dispute regards *the credibility of online news websites*. A digital journalism credibility study performed by the Online News Association compares the online *public credibility ratings* to actual media respondent credibility ratings. Looking at a variety of online media sources, the study found that overall the public saw online media as more credible than it actually is.

The *effects* of digital journalism are *evident* worldwide. This form of journalism has pushed journalists to reform and evolve. Older journalists who are not *tech savvy* have felt the *blunt force* of this. In recent months, a number of older journalists have been pushed out and younger journalists brought in because of their lower cost and ability to work in *advanced technology settings*<sup>18</sup>.

**6. Fill in the column ‘Print journalism’ using the information from the previous units and your own knowledge.**

**7. Work in pairs. Find the equivalents of the following words in the text. Make your own sentences with them.**

- |   |   |
|---|---|
| 1) распространять через Интернет        | 11) научиться пользоваться компьютером          |
| 2) текущие события                      | 12) оценить надежность источника информации     |
| 3) распространять через медиа-платформы | 13) выложить статью в Интернет                  |
| 4) стоимость распространения            | 14) оказывать влияние                           |
| 5) комментировать статьи                | 15) заслуживающие доверия сайты                 |
| 6) неподготовленное обсуждение          | 16) анализировать большое количество информации |
| 7) последние новости                    | 17) привыкать к чему-то                         |
| 8) происходить (о событиях)             | 18) очевидное влияние                           |
| 9) держать читателей в курсе            | 19) технически грамотный                        |
| 10) влиять на точность изложения        | 20) в условиях развитых технологий              |

## Speaking 2

**8. Work in pairs or small groups. Compare digital journalism with other forms of journalism (newspapers, magazines, radio, and television). Prepare short presentations. Use comparison/contrast vocabulary.**

**9. Translate the sentences into English using the vocabulary from the unit.**

<sup>18</sup> The original text is taken from [http://en.wikipedia.org/wiki/Digital\\_journalism](http://en.wikipedia.org/wiki/Digital_journalism) (09.08.2016).

1. Я использую разные *поисковые системы* для сбора информации, но *Google* кажется мне самой удобной. 2. Я считаю, что политические убеждения журналистов не должны *оказывать влияния* на содержание их статей — журналисты должны быть *беспристрастными* в *освещении текущих событий*. 3. В наши дни читателям приходится *привыкать анализировать большое количество информации* и *оценивать надежность* источника. 4. В *условиях развитых технологий* и авторам статей, и читателям необходимо быть *технически грамотными*. 5. Он часто загружает файлы на файлообменник, чтобы его клиенты имели к ним постоянный *доступ* и могли *скачать* их 24 часа в сутки. 6. Когда в моей квартире нет *доступа в Интернет*, я звоню в *службу поддержки провайдера* и прошу помочь устранить неполадки. 7. Вечерами ей нравится *сидеть в Интернете* и *просматривать разные сайты*. 8. Моя бабушка научилась пользоваться компьютером и *поисковыми системами*. Теперь она следит за новостями онлайн и часто *комментирует* статьи. 9. Слухи об отставке губернатора быстро *распространились через Интернет*. 10. Я часто читаю новости *в Интернете*, а иногда *выкладываю в сеть* свои статьи.

## Focus on vocabulary

**10. Study the vocabulary. Prepare a 2-minute report on the society news. Be sure to use at least 6—10 expressions; present your report in class, both orally and in a written form.**

### Society

to build/ to create / to shape society — malnutrition — illiteracy — GDP — sanitation — penury — impoverished countries — liberty — freedom of speech — censorship — life expectancy — life standard — birth/death rate deterrents — nuclear annihilation — great powers — revulsion against war — military operations — truce — peacekeeping troops — incendiary device — biological warfare — to rally the troops — civilians — casualties — refugees — to take hostage consumerist/throwaway society

## Questions for discussion / debate

1. Do electronic media enhance political knowledge?
2. Does the Internet have power to transform culture?

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# Mass Media

## Part 1

### Introduction to Mass Media

*Учебное пособие по английскому языку  
для обучающихся  
по направлениям подготовки бакалавриата*

Редактор *Т. А. Каракан*

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