



ВЫСШАЯ ШКОЛА ЭКОНОМИКИ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЖУРНАЛИСТОВ MASTERING ENGLISH FOR JOURNALISM

УЧЕБНИК
ДЛЯ АКАДЕМИЧЕСКОГО БАКАЛАВРИАТА

Допущено Учебно–методическим отделом высшего образования в качестве учебника для студентов высших учебных заведений, обучающихся по гуманитарным направлениям и специальностям

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Цель учебника – сформировать у будущих журналистов способности профессионального общения на английском языке. Тематика уроков отражает наиболее важные сферы деятельности и интересов современных журналистов: «Подготовка профессиональных журналистов», «СМИ в современном мире», «Новости», «Интервью», «Газеты и журналы», «Телевидение и радио», «Телеграф и электронные источники новостей», «Свобода печати» и др. Книга содержит также тексты для дополнительного чтения и словарь профессиональных терминов.

Материал рассчитан на студентов со средним (Intermediate) уровнем владения английским языком (что соответствует уровню B1 по Европейской шкале определения уровня владения языком), которые уже имеют основные навыки грамматического оформления английской речи и готовы к усвоению нового тематического вокабуляра. Учебник готовит студентов к переходу на уровень Upper-Intermediate (B2).

Соответствует Федеральному государственному образовательному стандарту высшего образования четвертого поколения.

Для студентов бакалавриата, обучающихся по направлению подготовки «Журналист».

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Предисловие

Данный учебник разработан в соответствии с Федеральным государственным образовательным стандартом высшего профессионального образования, утвержденного Министерством образования Российской Федерации, и предназначен для студентов бакалавриата, обучающихся по специальности 031300.62 «Журналистика».

Материал учебника рассчитан на студентов со средним (Intermediate) уровнем владения английским языком (что соответствует уровню B1 по Общеввропейской шкале определения уровня владения языком), которые уже имеют основные навыки грамматического оформления английской речи и готовы к усвоению нового тематического вокабуляра. Учебник готовит студентов к переходу на уровень Upper-Intermediate (B2).

Цель учебника – сформировать у будущих журналистов способности профессионального общения на английском языке, что соответствует аспекту изучения английского языка ESP (English for Specific Purposes – Английский для специальных целей). В учебнике реализуется когнитивно-коммуникативный подход к обучению иностранному языку, который предполагает учет как коммуникативных потребностей будущих специалистов, так и сознательное усвоение студентами языковых, лингвострановедческих и социокультурных знаний, а также осознанное формирование академических навыков и умений.

Тематика учебника отражает наиболее важные сферы деятельности и интересов современных журналистов: «Подготовка профессиональных журналистов», «СМИ в современном мире», «Новости», «Интервью», «Газеты и журналы», «Телевидение и радио», «Телеграф и электронные источники новостей», «Свобода печати» и др.

Такой подход позволяет изучить большой массив лексики и терминологии, актуальной для современного специалиста в области СМИ. Языковой материал представлен в коммуникативной форме, уделяется внимание развитию компетенций чтения, говорения, аудирования и письма.

- Отличительными особенностями данного учебника являются:
- жанровое разнообразие текстового материала: использование текстов различных стилей и регистров речи;
 - разработанные на основе реальных профессиональных ситуаций ролевые игры и коммуникативно-направленные письменные задания;
 - специально отобранные и обработанные проблемные ситуации;
 - задания для работы в режиме онлайн (аудирование высказываний носителей языка и анализ опубликованных материалов);
 - блок аутентичных художественных текстов с заданиями и лингвострановедческими комментариями для аспекта «Домашнее чтение».

Учебник состоит из 12 разделов, Приложения и Вокабуляра.

Все уроки (Units) открываются заданиями и упражнениями, вводящими ряд основных терминов, языковых единиц активного вокабуляра (**Lead-In**). Центральную часть занимают задания по чтению (**Reading I** и **Reading II**), целью которых является развитие навыков различных типов чтения, например, чтение с извлечением необходимой информации, чтение с полным пониманием содержания, умение выделять главную и второстепенную информацию и др.

В каждый урок включены упражнения на тренировку и закрепление активной лексики и задания, направленные на развитие навыков устно-речевой профессиональной коммуникации. Это и проблемные вопросы, требующие активизации и глубокого анализа всего материала урока (**Brainstorming**), и задания, направленные на тренировку какого-либо отдельного умения, например, написание резюме, интервью, проведение собрания и т.п. (**Activity, Developing Professional Skills**), и ролевые игры (**Role Plays**).

Все уроки имеют грамматические разделы, каждый из которых посвящен одной теме и состоит из грамматического комментария и упражнений на закрепление пройденного материала.

Учебник также развивает умение самостоятельно оценивать достигнутые результаты. Каждый урок завершается разделом **Mark Your Progress**, выполненным в форме Can Do Statements, где студенты должны самостоятельно зафиксировать прогресс, достигнутый ими в изучении языка после усвоения материала урока.

В конце каждого раздела помещена активная лексика (**Essential Vocabulary**), изучавшаяся в данном уроке.

Приложение содержит материалы по домашнему чтению (сокращенные отрывки из произведений современной англоязычной прозы и задания к ним), которые могут использоваться как на аудиторных занятиях, так и в ходе самостоятельной работы.

В вокабуляре содержатся наиболее важные общенаучные и специальные термины, устойчивые выражения и сокращения, встречающиеся в учебнике, приводится их толкование. Некоторые лексические единицы снабжены пояснениями лингвострановедческого и научного характера, синонимами и антонимами.

В конце учебника приводятся также: список сокращений, ответы на кроссворд (из урока 11) и список использованной литературы.

Grammar:	Present and Past Tense Forms (Active)
Vocabulary:	Synonyms and near synonyms; words with suffixes -er/-or vs -ee

Lead-In

Exercise 1. Make sure you know the difference between the words in the following pairs and groups. Which of them are synonyms? Which are near synonyms? Why?

to teach – to learn – to study; training – teaching – education;
professional – vocational

Exercise 2. Answer the questions.

1. What do you think makes a good journalist? Give your reasons.
2. What ways of entry into the profession do you know?
3. What influenced your choice of the way of entering journalism?
4. In your opinion, are different qualities and different vocational training schemes necessary for a career in newspaper, magazine, radio and TV journalism?
5. What subjects do you think are obligatory for a journalist? Why?

Exercise 3. Consult the Vocabulary (p. 424) and mind the peculiarities of the usage of the verbs given below. Make up your own 5–7 sentences with the words to compose a short text. Start with the sentence given below.

- apply (for, to)
- enter
- enrol (on / in)
- finish
- graduate (from)

My friend finished school last year...

Exercise 4. Check that you pronounce and stress these words correctly.

science, bachelor, PhD, graduate, knowledge, applicant, curriculum, curricula, requirement, launch, major, initially, foreign, language, though / although, qualification, sufficient, guarantee, persuade, teach / taught, society, social, mutual, vocational, inadequate, equivalent, exceptional, via, secure, authority, compulsory, obligatory, optional, desirable

Exercise 5.

a) Using the table and the Vocabulary get acquainted with the main stages of secondary and higher education in the UK and the US and the terms to describe them.

UK		Age	US	
Primary School		5/6–11	Elementary School	
Secondary School		12–16/17	High School	
<i>GCSE</i>			<i>SAT, High School Diploma</i>	
Sixth-Form College		17/18	College / University	
<i>A-Levels</i>				
University / Polytechnic undergraduate student	about 3 years	18/19–21	about 4 years	
<i>Bachelor's Degree (BA, BSc) graduate student</i>			<i>Bachelor's Degree (BA, BS)</i>	

(The table is terminated on p. 11)

UK	Age	US
<u>Post-Graduate Course / School</u> post-graduate student thesis	21/ 22–23/...	<u>Graduate/Grad Course / School</u> graduate/grad student thesis
<i>Post-Graduate Diploma</i> <i>Master's Degree (MA, MSc)</i>		<i>Post-Graduate Diploma</i> <i>Master's Degree (MA, MS)</i>
<u>Doctorate Degree Study</u> thesis		<u>Doctorate Degree Study</u> dissertation
<i>Doctor's Degree (PhD)</i>		<i>Doctor's Degree (PhD)</i>

high school- / college- / grad course- / ... / graduate

b) Complete the sentences with the given terms and abbreviations.

MA, high school, polytechnic, undergraduate, GCSE, bachelor's degree, year, graduate school, A-Level, doctorate degree, MS

- At 16 all students in the UK take examinations.
- At 18 some students take examinations. It is necessary to pass them in order to go to a university or
- Once you are enrolled in the College, you become a first-..... student.
- An (especially in British English) is a student who is doing a university course for a first degree, usually a
- A (in American English) is a college or university where one can study for a master's or, having already obtained a bachelor's degree.
- In the UK and the US higher degrees include an for arts subjects and an MSc (in American English) for science or social science, and a PhD.
- In Britain a "graduate" is a person who has taken a first degree. In American English it may either correspond to a British "post-graduate", as, for example, in "a graduate student", or it may denote a person who has received a diploma from any educational institution, as in "a/an graduate".

Exercise 6. There has always been an argument in the profession: “Are journalists born or made?”

a) Look through the following passage and express your own opinion. Make use of the following expressions:

<i>I (don't) think, ...</i>	<i>I believe, ...</i>
<i>I'm (not) sure, ...</i>	<i>As for me, ...</i>

On the one hand, there is a prevalent belief that you've either got **the nose for news** or, sadly, you haven't. You may have great ideas about the nature of reporting, you may know all about ideology and the history of the press in the eighteenth-century Russia or England. But if you cannot **bash out a quick story on a local murder**, you are useless. As Sir David English, former editor of the *Daily Mail*, said: “Journalism is a **skill that can only be acquired on the job** and at the end of the day it depends on whether someone has a **burning individual talent**.” On the other hand, there is the belief that journalism is a profession with **its own ethical and work-related standards** which can be both taught and assessed. Thus, certain educational **qualifications are laid down for entrants** while the development of training courses becomes an essential part of the formation of the **journalist's professional identity**.

(After *The Newspapers Handbook* by R. Keeble)

b) Can you give Russian equivalents to the expressions in bold type?

A curious mind and a broad liberal arts education are by far the best qualifications for a career in journalism.

Bill Kovach, Chairman of the Committee of Concerned Journalists

Reading 1

Vocabulary Input

Exercise 1. Mind the difference in pronunciation and usage of the oppositions given below.

trainer – trainee, employer – employee, interviewer – interviewee

1. The trainee journalist explained to his fitness trainer why he was absent from the previous class.

2. It was difficult for the trade union to settle the dispute between the company's employers and employees.
3. The interviewee got nervous when the interviewer switched on the dictaphone.

Exercise 2. Define the meaning of the verbs *to emerge* and *to launch*.

1. No new ideas emerged during the meeting.
2. He launched a fierce attack on his political opponents.
3. The next election campaign will be launched in three years.

Exercise 3. Translate the sentences paying attention to the difference in meaning of the words *skill* and *ability*.

1. His extraordinary abilities helped him to skip two classes of the elementary school.
2. The applicant wasn't able to demonstrate even basic computer skills.
3. Reading and writing are two different skills.
4. He was a man of great musical ability.
5. I did the work to the best of my ability.

Exercise 4. Match the following words with their definitions:

1. applicant	a. smth that is needed, demanded or asked for
2. curriculum	b. someone, who has formally asked, usually in writing, for a job, study course, etc.
3. requirement	c. a disadvantage of a situation, product, etc.
4. merit	d. the subjects that are taught by an educational establishment, or the things that are studied in a particular subject
5. drawback	e. a good quality that makes smth deserve praise or admiration

Reading Assignment

Read the text and be ready to discuss it.

ON OR OFF THE JOB? PROS AND CONS

- What is the best way for a career in journalism? A pre-entry training at a college, university or training agency or "on-the-job", that is, direct entry onto a newspaper, magazine, radio or television station?

- Both routes have their merits and drawbacks. Opinions within the industry vary as to what is the best method: some employers prefer direct-entry candidates who can then be trained in the house style; others consider that a pre-entry qualification in an educational establishment is desirable. Often a media organization will consider applicants from both types of entry dependent on their requirements at any given time.

Are there any traditions of training in journalism in the United Kingdom and the United States?

The British have always believed that the best way to learn about journalism is “on-the-job”. That was the dominant view in the industry at the beginning of the twentieth century. It remains largely the same at the start of the twenty-first. But there have been slight changes.

After World War II **the Royal Commission on the Press** drew attention to the need for better trained journalists. However, it was not until the mid-1960s that any major programme of journalism training was launched in the UK¹. Initially, they were usually titled Mass Communications and the media were considered largely within their sociological or broader theoretical contexts. But over recent decades the focus has shifted, largely in response to student demands, to the development of practical skills.

In 1970, the first university journalism course was launched at University College, Cardiff. It was modelled on a programme at Columbia University, New York.

Since the 1970s postgraduate courses began to emerge, spanning a wide range of diplomas and MAs: newspaper, periodical, broadcast, electronic publishing, European and international.

Media education has become so popular, that in the late 1980s it was included into the UK National Curriculum in primary and secondary schools. There are even A-Level examinations in Media Studies, Film Studies and Communication Studies.

Though the trend over recent decades has been towards the formation of an increasingly graduate profession (more and more employees have degrees), academic qualifications in themselves have never been sufficient to guarantee a chance to become a trainee journalist. In addition to showing academic abilities, a successful applicant must be able to demonstrate a special commitment to working

¹ A diploma course had run at King’s College London between 1922 and 1939 but this was not restarted after the war.

in the field. Many school pupils go to newspapers on work attachments, others manage to persuade editors to let them observe the newspaper operations during their holidays. Some students help with hospital radios; others send in articles to their local newspapers. All this counts well for any applicant whether to a newspaper or college.

In the US, in contrast, specialised newsmen are preferable. The first complete school of journalism was founded in 1908 at the University of Missouri, although some form of journalism had been taught in the United States before.

Since then there has been a continuous expansion of Journalism Departments in Universities and State Colleges both for undergraduate and graduate study.

But even in the US society there is no mutual understanding of what training for journalism should be. The course in journalism originally launched at the University of Missouri was a strictly vocational one. It would teach prospective journalists how to write news stories, how to sub-edit, how to take pictures and to do all the other things that they would be called upon to do in the actual practice of the profession. More recently, however, a strong feeling has been developed in many American universities and in the American Press that this is inadequate.

And now there is still a good deal of argument as to how far specific vocational courses for journalists fit into the proper curriculum of a university and whether, in any event, they fulfil their function.

- Is it difficult to enter university media courses in the UK?

Nowadays the basic entry requirement is a minimum of five GCSE passes, one of which must be English language (**grades A–C**) or equivalents. Some other examinations have been approved by the NCTJ as being educationally equivalent and in exceptional cases (when the editor has their eye on an individual) the qualifications are waived. For those who seek to enter via a college course, the requirements are two A-levels and two GSCEs including English at either level.

- Is training free of charge?

Training is not free. To cover the tuition fees and possibly living expenses, you may win sponsorship from a local paper or you may be able to secure a grant from your local authority. The grants are discretionary, dependent on the authority's willingness to support you.

(After *The Newspapers Handbook* by R. Keeble)

Notes to the Text

the Royal Commission on the Press – Королевская комиссия по делам печати.

grades A–C: grade – оценка в Великобритании и США. «А», «В», «С» – соответственно «пятерка», «четверка», «тройка».

NCTJ = the National Council for the Training of Journalists – Национальный совет по подготовке журналистов.

Comprehension Check

Are the following statements true or false?

1. The only way for a career in journalism is “on-the-job” training.
2. The training of journalists in Britain is a relatively new phenomenon in comparison with that in the United States.
3. The first British university journalism course emerged in Wales.
4. In the UK postgraduate journalism courses emerged in the 1960s.
5. Every school-leaver may be enrolled in a university course for journalism in the UK.
6. Sometimes qualifications for entry into journalism may be waived.
7. Traditions of training for journalism in the UK and the US are alike.
8. Journalism is becoming a more and more graduate profession.
9. Scepticism about the value of theoretical studies for journalists remains widespread both in the UK and the US.
10. Nowadays theoretical media courses are incorporating practical vocational elements in the USA.

Vocabulary Practice

Exercise 1. Give English equivalents to the following words and expressions:

умение, навык; иметь виды на...; взаимопонимание; убедить кого-л. сделать что-л.; знания; привлечь внимание к чему-л.; способности; требования для поступления; качество; стажёр; достоинство, заслуга; профсоюз; одобрять; цель, задача; обдумывать, рассматривать; аспирантура; за последние десятилетия; включать; преподавать; недостаток; охватывать большое разнообразие чего-л.

Exercise 2. Explain the difference in meaning and usage of the following words:

graduate – undergraduate – postgraduate; applicant – entrant; obligatory – desirable; knowledge – ability – skill

Exercise 3. In each horizontal group in *column A* find an odd word, that is the word that doesn't belong in the group. Then match the groups of three terms from *column A* with their definitions in *column B*.

1. college, training agency, university, house style	a. things that count for entry into profession or for qualification
2. programme, course, curriculum, education	b. a type of university or college course
3. knowledge, courses, abilities, skills	c. an educational establishment
4. grade, graduate, undergraduate, post-graduate	d. a scheme of studies

Exercise 4. Scan the text and tasks to it paying attention to the usage of prepositions. Fill in the blanks in the following sentences where necessary:

1. There were three applicants the post.
2. What subjects are you taught the University?
3. What are you going to do after you graduate the University.
4. What are the minimum entrance requirements departments journalism in Russia?
5. He decided to apply University College, Cardiff.
6. As far as I know, a new vocational course journalism will be launched our University next year.
7. Many specialists mass media didn't enter the profession college courses, but through direct entry the job training.
8. All applicants admission mass communication courses are to register in room 3.
9. Do you know that new qualification requirements entry journalism have been established?
10. What do you think a successful career journalism depends ?

Do you know that...

Benjamin Harris (1673–1716) was an English bookseller and writer, and the first journalist in the British-American colonies.

He published pamphlets in London, especially ones attacking Roman Catholics. In 1686, to escape fines and further imprisonment, he fled to Boston, where he established the first North American newspaper *Public Occurrences Both Foreign and Domestic* in 1690.

Grammar Practice

◆ Present and Past Tense forms ◆

(See Grammar Focus p. 247)

Exercise 1. Open the brackets.

1. He (graduate) from the University in 2003. Then he (become) a newspaper reporter. Now he (work) for Channel One Russia.
2. When you (leave) school? – In 1995. And I (not, be) in my home town since then.
3. I (write) the report for 2 hours already.
4. you (choose) the department to study at?
5. you (know) John Smith? – Yes, I (know) him since he (enter) our department in 1999.
6. She (translate) the article by 5 p.m. yesterday, but she (not, send) it to the editor yet.
7. When I came into the newsroom, the editor (read) some papers.
8. Stop making such a noise! We (get) ready for the exam at the moment.
9. After the interviewee (answer) all the questions, the journalist took a picture of him.
10. You (speak) French very well. How long you (learn) it?

Exercise 2. Translate from Russian into English.

1. Он получил степень бакалавра гуманитарных наук три года назад. Потом он был стажером в издательстве. Сейчас он работает в Би-Би-Си.
2. После того, как я прочитал эту статью, я позвонил ее автору.
3. Когда вы окончили университет?
4. Как долго ты изучаешь журналистику?