

UNIT 1

Pre-reading task. Answer the questions:

1. What is the influence of television on people?
2. Has it changed recently?
3. What is your attitude to television?

You may make use of the words given below:

spare time	– свободное время
to exchange the news	– обмениваться новостями
to be addicted to	– быть заядлым любителем
to demand silence	– требовать тишины
commercial	– коммерческая реклама, рекламный ролик
to consume vast quantities of medium; media	– потреблять огромные количества чего-либо
to be aware of	– отдавать себе отчет, знать

Read the following text:

'TELEVISION IS DOING IRREPERABLE HARM'

'Yes, but what did we use to do before there was television?' How often we hear statements like this! Television hasn't been with us all that long, but we are already beginning to forget what the world was like without it.

Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilized pleasures. For instance, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. All that belongs to the past. Now all our free time is regulated by the 'goggle box'. We rush home or gulp down our meals to be in time for this or that program. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do anything, providing it doesn't interfere with the program. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a program, he is quickly silenced.

Whole generations are growing up addicted to the telly. Food is left uneaten, homework undone and sleep is lost. The telly is a universal pacifier. It is now standard practice for mother to keep the children quiet by putting them in the living-room and turning on the set. It doesn't matter, that the children will watch rubbishy commercials or spectacles of sadism and violence – so long as they are quiet.

There is a limit to the amount of creative talent available in the world. Every day television consumes vast quantities of creative work. That is why most of the programs are so bad. It is impossible to keep pace with the demand and maintain high standards as well. When millions watch the same programs, the whole world becomes a village,

and society is reduced to the conditions which obtain in pre-literate communities. We become utterly dependent on the two most primitive media of communication: pictures and the spoken word.

Television encourages passive enjoyment. It is so easy to sit in our armchairs watching others working. Little by little, television cuts us off from the real world. We get so lazy, we choose to spend a fine day in semi-darkness, glued to our sets, rather than go out into the world itself. Television may be a splendid medium of communication, but it prevents us from communication with each other. We only become aware how totally irrelevant television is to real living when we spend a holiday by the sea or in the mountains, far away from civilization. In quiet, natural surroundings, we quickly discover how little we miss the hypnotic tyranny of King Telly.

Active vocabulary:

used to	– привыкать
civilized pleasure	– культурное, изысканное развлечение
for instance	– например
a broadcast talk	– радиопрограмма
occasionally	– иногда, время от времени
goggle box (coll.)	– телевизор
to rush	– бросаться, мчаться, нестись, устремляться
to gulp down	– быстро глотать, хватать (пищу)
to dare to do something	– осмелиться сделать что-то
universal pacifier	– универсальное, всеобщее успокаивающее
rubbishy	– вздорный; никуда не годный
spectacle of sadism and violence	– сцены садизма и насилия
creative talent	– творческие силы
available	– доступный
to keep pace with the demand	– удовлетворять спрос в достаточном количестве
to maintain high standards	– поддерживать высокие стандарты
to reduce to	– сводить, приводить к (чему-л.); доводить до
pre-literate	– неграмотный
utterly	– весьма, крайне, очень, чрезвычайно
to encourage passive enjoyment	– потакать пассивному наслаждению
to be glued	– быть приклеенный
irrelevant	– неуместный, неподходящий

1. Explain in English the following words and expressions given in the text and then translate them into Ukrainian:

1. irreparable harm
2. one-eyed monster
3. 'goggle box'

4. to give up having a leisurely evening meal
5. to grow up the generation
6. sleep is lost
7. standard practice
8. the whole world becomes a village
9. to become utterly dependent on
10. to cut from the real world
11. to get lazy
12. to prevent from communication
13. hypnotic tyranny

2. Fill in the blanks using the correct form of the words below:

used to, statements, to admit, to occupy, to interfere, in semi-darkness, to turn on, to encourage, to prevent, to spend a holiday, to keep.

Most people like ... (1) at the seaside or in the wood but even they ... (2) sit in front of TV with a cup of tea. We should ... (3) that this is a kind of a social ritual. It makes us comfortable ... (4) the telly and watch the favorite program ... (5) .

Though it ... (6) us from more useful things. Sometimes one can hear ... (7) that television ... (8) the track of events and broadens the mind. But mostly it ... (9) passive enjoyment. Television ... (10) in our lives without any asking. When you ... (11) by your goggle box, you are out of the real life.

3. Find which sentences are True or False according to the text:

1. People knew how to spend their free time before the television appeared.
2. We don't eat in front of TV.
3. A sandwich and a glass of beer is nothing in comparison with the program.
4. People depend on primitive media of communication very much now.
5. Having a holiday at the seaside we understand our addiction to the goggle box.
6. We used to entertain friends using TV.
7. Shouting at everyone talking during the program is a common sign of addiction to the set.
8. Children are disturbing in front of TV.
9. We can see only rubbishy commercials at night.
10. Every day television consumes great amounts of creative work.

4. Give the Ukrainian equivalents for the following English proverb:

Lost time is never found again.

Explain in English the meaning of the proverb. Make a dialogue to illustrate it.

5. Divide into two groups and discuss the following:

“Is television harmful or not?”

The argument: key words

1. Beginning to forget what we did before television.
2. Always occupied our spare time; enjoyed civilized pleasures.
3. Hobbies, entertaining, outside amusements: theatres, etc.
4. Free time now regulated by television.
5. Rush home, gulp food; sandwich, glass of beer.
6. Monster demands: absolute silence and attention; daren't open your mouth.
7. Whole generations growing up addicted; neglect other things.
8. Universal pacifier: mother and children.
9. Children exposed to rubbishy commercials, violence, etc.
10. Limit to creative talent available.
11. Therefore many bad programs; can't keep pace with demand.
12. World becomes a village; pre-literate society; dependent on pictures and words.
13. Passive enjoyment; second-hand experiences; sit in armchairs, others working.
14. Cut off from real world.
15. Become lazy, glued to sets instead of going out.
16. Television totally irrelevant to real living.

The counter-argument: key words

1. Nobody imposes TV on you. If you don't like it, don't buy a set.
2. We are free to enjoy "civilized pleasures" and still do.
3. Only when there is lack of moderation can TV be bad - true for all things.
4. People sometimes feel guilty watching TV; absurd idea.
5. If you boast you don't watch TV it's like boasting you don't read books.
6. Considerable variety of programs; can select what we want to see.
7. Continuous cheap source of information and entertainment.
8. Enormous possibilities for education.
9. Schools broadcasts; educating adult illiterates; specialized subjects: e.g. language teaching.
10. Provides outlet for creative talents.
11. Many playwrights, actors, etc., emerged from TV.
12. TV is a unifying force in the world.

to boast – хвастать(ся), кичиться, похваляться

closed circuit замкнутая цепь; замкнутый контур

outlet – выход

playwright – драматург

6. The two abstracts by American authors given below present rather controversial view on the problem of television. Read them attentively for further discussion.

A) There have been more than 2,300 studies and reports on the effects of television on American society. Most of them show that these effects are mainly negative. Researches have been especially concerned about children. In the past decade

researchers have had children participate in numerous studies. They had children watch television intensively. for three weeks. The results showed a drop in the children's creativity. The researchers concluded that television makes the children lose some of their creativity.

Teachers can't get children to pay attention for any length of time because today's children-want everything to be as fast and entertaining as TV. Dr Benjamin Spock, an expert in child raising, once complained that he couldn't get his grandchildren to leave the TV set when he wanted to take them to the zoo. Some of today's children are so addicted to TV that nothing else interests them. Parents have to make them turn off the TV and go out to play or read a book. They can't get them to do these traditional childhood activities without having an argument over the TV.

Although most of these studies have shown the negative effects of television, some sociologists argue that television has become a part of our lives. They do not think that parents should make their children limit the amount of TV that they watch to one or two hours a day. They believe that parents should let their children decide for themselves what and how much they want to watch.

B) Although most studies show the negative effects of television, there are also some important positive influences. There are many excellent educational programs for children. Some schools have children watch certain programs in the classroom. They often get them to watch worthwhile programs at home by encouraging them to discuss what they have seen the next day in class. "Sesame Street" is a program that is watched by millions of children around the world. It uses bright colors, fast timing, and humour in order to get children to pay attention. It makes children enjoy learning about the alphabet, reading, and numbers.

Television also exposes children to different people and places. A little girl who had never seen a ballet before watched a famous ballerina on TV. This program got her to decide to become a ballerina herself. TV also increases young people's understanding of other people's views of life. Many people feel that "Roots", a program on the history of black people in the United States, is an example of this. Because viewers of this program become emotionally involved with the characters.

7. Pair work. Team up with another student, work out pros and cons of children's television as they are presented in the extracts and discuss the extracts in pairs.

8. Speak about the effects of television on children. Consider the following:

1. Does television have a negative or bad influence on children? If you think it does, tell how.
2. What are the effects upon the vulnerable and developing human organism of spending a significant proportion of each day engaged in this particular experience (watching TV)?
3. How does the television experience affect a child's language development, for instance?
4. What good or positive influences does television have on children?

5. How does television stimulate children's curiosity?
6. How does the availability of television affect the ways parents bring up their children?
7. Are new child-rearing strategies being adopted and old ones discarded because the television set is available to parents for relief?
8. How does watching television for several hours each day affect the child's abilities to form human relationships?
9. What happens to family life as a result of family members' involvement with television?

9. Write a composition on one of the following topics:

The year 2050. What changes in television would you expect to have taken place?

The pros and cons of TV educational programmes.

The challenges of TV for teenage viewers.

UNIT 2

Pre-reading task. Answer the questions:

1. What do you know about the work of a reporter?

2. What are his/her duties?

You may make use of the words given below:

channel	– канал
be attuned	– быть приспособленным
standup	– выступление в прямой передач (не в записи на пленку)
synchronize	– совмещать фонограмму с изображением
narration	– повествование
news maker	– человек, о котором стоит писать, известная личность
edit (v)	– монтировать
sound bite	– цитата, реплика
insert	– вставить
visual	– зрительный
compile	– компилировать; собирать
master videotape	– контрольная видеозапись
package	– готовая программа (для театра, радио- или телепередачи)
self-contained	– законченный
deadline	– предельный конечный срок
live	– передающийся непосредственно в эфир; прямой
timeliness	– своевременность
angle	– сторона, аспект вопроса

Read the following text:

WORK ON TV

Television news reporters work with three channels of information: words, pictures, and sound. They have to be attuned to the strengths and limitations of each, and know how to make words, pictures, and sounds work together to tell a story.

In its simplest form the TV story shows the reporter standing at the scene and telling the audience what has happened. This reporter monologue is called a standup. Next some videotaped scenes that illustrate what the reporter is talking about, synchronized with the reporter's narration, are added. Then the reporter appears again at the end to wrap up and conclude – another standup.

If you interview a news maker at the scene and edit some of those remarks into the story – these are called sound bites – you've added still more information to this report.

It is the judicious mixture of showing the reporter, showing scenes that illustrate what the reporter is talking about, and inserting sound bites to explain what happened that makes a visual story successful.

Compile and edit these elements into one master videotape and you have what is called a package, a self-contained story on videotape or disk with its own beginning, middle, and end.

Reporters frequently work close to program deadlines. Some reports will be done live from the scene or source. That means reporters must be selective about the informational value and timeliness of the visual material and conscientious about developing the latest angles to the story.

For example, the governor holds a morning news conference and gives out some important information. The reporter can continue to pursue other angles and reactions to that information throughout the day. Research-check the governor's facts, **previous** position, political or self-interest. Get reaction – how this will go over with voters, politicians, experts. Then put the story together.

1. Comprehension Check. Answer the questions:

1. How many channels do television news reporters work with?
2. What does the TV story show in its simplest form?
3. How can a reporter add more information to this report?
4. What makes a visual story successful?
5. In what way can a package be made?
6. Why should reporters be selective and conscientious?

2. Find the English equivalents in the text. Use them in sentences of your own:

1. каналы информации;
2. появляться;
3. в конце;
4. брать интервью;
5. добавить;
6. иллюстрировать;
7. успешный;
8. информационная ценность;

9. проводить пресс-конференцию;
10. обнародовать важную информацию.

3. Match the words. Use them in sentences of your own:

- | | |
|------------|---------------|
| 1. news | a. videotape |
| 2. sound | b. deadline |
| 3. master | c. maker |
| 4. program | d. conference |
| 5. news | e. bite |

4. Match the words having the opposing meaning:

- | | |
|------------------|-----------------|
| 1. judicious | a. irrelevant |
| 2. successful | b. promiscuous |
| 3. selective | c. unfavourable |
| 4. conscientious | d. reckless |
| 5. important | e. inexact |

5. Write questions to go with these answers:

1. These are words, pictures and sound.
2. It is called a standup.
3. It is the judicious mixture of showing the reporter, showing scenes that illustrate what the reporter is talking about, and inserting sound bites to explain what happened.
4. It is a self-contained story on videotape or disk with its own beginning, middle, and end.
5. It means checking the governor's facts, previous position, political or self-interest.

6. Translate the questions and answers into Russian.

7. Find in the text the words which describe or mean the following:

1. a very short part of a speech or statement, especially one made by a politician, that is broadcast on television or the radio
2. a date or time by which you have to do or complete smth
3. seen or heard on television or the radio at the same time as it is happening
4. a particular television station and all the programs broadcast by it
5. relating to seeing

8. Write down a few sentences showing the main points of the passage. You may make use of the following expressions:

to tell a story; a standup; to synchronize; sound bites; a package; a visual story; to do a report live; to research.

UNIT 3

Active Vocabulary

raw	– сырой, необработанный
pass on	– передавать дальше
do one's end	– выполнять свою работу
with the aid	– с помощью
fragile	– хрупкий
put a premium on smb	– поощрять что-л.
snap	– быстрый
setup	– установить
keep pace	– развиваться
solution	– решение
carry out	– выполнять

Read the following text:

THE ASSIGNMENT DESK MANAGER

There is a large flow of raw news material into the television newsroom. Out in the field, reporters and videographers are doing their end of the news coverage. Inside the newsroom the assignment desk manager is supposed to manage their **Movements**, and with the aid of writers, editors, and coordinators process the raw material.

The assignment desk is supposed to know where everywhere is and what they are doing. When there is breaking news the assignment desk manager moves equipment and personnel to respond. When there is a need for more information about a story for those in the field, the desk gets it and passes it on. The system works only as well as the mobile radio and telephone communications linking the station with the field. News coverage is dependent on the ability of the desk crew to plan and react. It is a fragile system that often puts a premium on a few people's ability to make snap decisions that are practical and wise. Practical is much easier to achieve than wise.

Basic news gathering is simple. A reporting crew (but often this is one person) goes to the scene of a story for coverage.

Then there is the live shot. This takes two forms: live-tape coverage and live-live coverage.

With live-tape, the crew sets up the cameras and microwave and sends the pictures and sound back as the story unfolds. In the station, the pictures and sound are videotaped as they come in, and each scene is logged for later editing.

Finally, there is the live shot with the reporter at the scene, broadcasting directly.

While any or all of these events are going on, the assignment desk continues to supervise all the other news coverage and plan ahead.

At least two major problems can arise. First, the desk is expected to have logistic strategic, and tactical roles. That is: The desk is to arrange for the coverage, design how it will be carried out, and follow it as it develops.

Solutions to these problems continue to keep pace, and the good news is they all mean more editorial people will be introduced into the system.

1. Translate the following word-combinations into Ukrainian

1. out in the field
2. to make equipment and personnel
3. respond
4. the desk crew
5. to make snap decisions
6. to set up cameras
7. to be logged for later editing
8. to plan ahead
9. at least
10. major problems
11. to be introduced into the system

**2. Make up 10 questions covering the contents of the text.
Try to use The active words.**

3. In which meaning are the following words used in the text?

1. *logistics*

- a. the study or skill of moving soldiers supplying them with food, etc
- b. the practical arrangements that are needed in order to make a plan or activity successful

2. *raw*

- a. not yet arranged, checked, or prepared for use
- b. very cold and wet
- c not cooked

3. *a shot*

- a. an act of firing a gun
- b. an attempt to do smth or achieve smth
- c a continuous view of smth in a television program, that is produced by having the camera in a particular position

4. *to process*

- a. to treat food or some other substance by adding other substances to it
- b. to deal with information in an official way
- c to print a picture from a photographic film.

DISCUSSION ACTIVITY

Work in groups. Discuss with your partners what is meant by the following statement. Develop the idea:

Practical is much easier to achieve than wise.

UNIT 4

Active Vocabulary

involve	– включать, содержать
live pictures	– живое изображение
official	– официальное лицо, представитель
permission	– разрешение
develop	– создать, разработать
graphics	– графическое изображение
eyewitness	– очевидец
contribute facts	– предоставлять факты
identify	– определять
occur	– происходить
notify	– уведомлять

Read the following text:

A DIALOGUE WITH THE VIEWERS

There is a strong audience identification with the personality looks, the style of the anchorpersons who tell audience the news each night. There is also strong evidence that how they tell and show the news is also important.

What takes place is a dialogue between the anchors and reporters and the audience. The telling and showing of a plane crash in a nearby city, for example, on television would involve pictures — probably live pictures — from the scene of the crash, interviews with airline officials, airport officials, police, firefighters, rescue workers. Perhaps you would see interviews with relatives of the victims, who, one would hope, had been asked for permission before being interviewed. The station might develop some graphics to try to show the flight paths of the planes. It might have eyewitness reports from people who had seen the crash.

The anchors and reporters telling the story would contribute a lot of more facts, identify sources more precisely, give a list of the names of the dead (one hopes not before close relatives had been notified), interview experts who might analyze how and perhaps why the crash occurred. The station would put together a package of information it hoped would be as complete and clear as possible, a package based on up-to-the-minute information.

Regardless of the visual and word content of the story, there would be a dialogue going on between the reporters or anchors and the viewers. Those viewers have tuned in asking to be shown and told about the events of the day. The news staff at the television station has chosen the plane crash as its lead story because of its importance. Viewers count on the broadcast journalist to make that kind of selection — they expect the important news to come first.

But viewers also are participating in the process. The viewer is posing questions to the television set.

What happened?

Who was involved?

When did it happen? And where?

How and why did it happen?

The above listing is, of course, nothing more than the classic outline of a news story: the hallowed five Ws and H. But because the viewer is being told the news by someone on the screen who is “familiar”, and because the information includes motion pictures from the scene of the event, the report has become a visual and personal experience. It is more involving than reading the story in a newspaper, or listening to the voices of reporters coming over a radio. In fact, the dialogue, or conversation, is similar to the face-to-face report between you and one of your friends.

1. Translate the following word-combinations into Russian:

1. involve pictures from the scene
2. airline officials
3. identify sources more precisely
4. a list of the names
5. close relatives
6. put together a package of information
7. regardless of the visual and word content
8. viewers have tuned in asking to be shown
9. a visual and personal experience
10. interrupt the flow of the story

2. Match the words which are close in their meaning:

- | | |
|---------------------|--------------------|
| 1. up-to-the-minute | a. revered |
| 2. similar | b. expedient |
| 3. precisely | c. notwithstanding |
| 4. regardless | d. akin |
| 5. hallowed | e. meticulously |

3. Find in the text the words which describe or mean the following:

1. a person who has seen an event happen, and so is able to describe it
2. to tell someone, especially formally; to inform
3. the subject matter, especially the ideas, of a book, speech etc.
4. a telephone line that can be used for a particular purpose, especially for making inquiries
5. a drawing or similar representation of an object.

4. Translate the following sentences into Ukrainian

1. Were there any eyewitnesses to the crime?
2. Please notify all staff that the inspectors will be here on Monday.
3. I like the style of his writing but I don't like the content.
4. The police have set up a hot line for relatives to contact about the plane crash.
5. The graphics on the package suggest a high-tech product.

DISCUSSION ACTIVITY

Discuss with your partners

How do you understand the statement “There is a strong audience identification with the personality, the looks, the style of the anchorpersons who tell the audience the news every night”?

Give examples from our television news programs.

Do you agree that the television report is similar to the face-to-face report between you and one of your friends? Give your reasons.

UNIT 5

Read the following text:

THE DEVELOPMENT OF BRITISH TELEVISION.

Britain's first regular television service opened in 1932, when the British Broadcasting Corporation began transmitting four short late-night programs a week. The development of television was interrupted by the Second World War, but resumed after it, making its first real impact in 1953 when the BBC televised the coronation of Queen Elizabeth II. In 1956 Independent Television (ITV) began transmitting, at first only in London. Unlike the BBC, which funded its broadcasting with the revenue from radio and television licenses plus some additional funds from Parliament, ITV derived its main income from its commercial advertising. This arrangement remains today. Both the BBC and ITV sell programs overseas which add to their revenue.

In 1964 the BBC began transmitting on two channels, BBC 1 and BBC 2, the latter being mainly for drama, arts and sports programs. BBC 2 first broadcast in color in 1967, and BBC 1 and ITV followed suit two years later. A second commercial station, Channel 4, opened in 1982. Like BBC 2, it was intended as a mainly arts and "cultural" service, but with the specific task of catering for minority interests.

The channels are generally expected to provide programs which do not overlap with other channels' productions and there is a Broadcasting Standards Council which is designed to make sure that unsuitable programs are not shown.

BBC 1 is the main national channel providing a popular mix of drama, comedy and factual programs and on which the news and major documentaries claim their significant place. BBC 2 is the more innovative and experimental of the BBC channels, addressing many different groups rather than a mass audience. It is the channel which encourages and stimulates the development of British culture and arts, the channel of debate and analysis.

Until the end of 1990, ITV's programs and their schedules were under supervision of the Independent Broadcasting Authority (IBA), which did not itself produce television programs, since this was done by the regional companies. The IBA ceased to exist in 1991, when its television responsibilities were taken over by a new body, the Independent Television Commission (ITC).

Both the BBC and ITV have a strong commitment to educational broadcasting. Some 90 per cent of schools in Britain tune into BBC Schools Television, while adults are catered for with programs on numeracy, literacy, language learning, work and training. Both BBC 1 and BBC 2 broadcast programs for the Open University which provides non-residential degree courses.

In 1989 satellite television was first transmitted on four channels by the privately owned company Sky Television and it was joined in 1990 by British Satellite Broadcasting (BSB), under contract to the IBA. Because the both companies were losing money in their attempts to win viewers, Sky and BSB merged to form a single new company, British Sky Broadcasting owned equally by News International and former BSB shareholders. The new company offers several satellite channels.

One of the most exciting developments at the BBC has been the start of the BBC World Service Television. A wholly-owned subsidiary of the BBC, this satellite TV company began broadcasting an entertainment channel to Europe on a subscription basis in April 1991. It broadcasts a mix of the best of BBC programs for 18 hours a day. The channel comprises hourly international news bulletins, followed by business and finance reports, world weather and a range of analytical news programs produced by the BBC World Service Television's own newsroom. There is a range of quality information programming from the BBC.

Another recent venture for the BBC has been the launch of BBC SELECT – a subscription service for specialist audiences transmitted during the night. Initially it was offering programs on education, training and information. Programs are intended to be downloaded to video recorders fitted with decoders for viewing at a later date.

There are currently over three million homes in Britain which can connect to broadband cable systems that can carry between 30 and 45 TV channels, including terrestrial and satellite channels and others delivered by videotape. Cable systems also carry local channels and in many areas community television, covering local news and events. It has also opened up the availability of other services like telephone, home shopping and banking, alarm services and electronic mail.

1. Give Russian equivalents to the following words:

1. regular television service;
2. to resume;
3. to derive incomes from;
4. to broadcast in color;
5. to follow suit;
6. to make sure;
7. to claim sth;
8. to be under supervision;
9. to have a commitment to sth;
10. to tune into sth;
11. numeracy;
12. non-residential degree courses;
13. viewers;
14. shareholders;
15. subsidiary;
16. on a subscription basis;
17. hourly news bulletins;
18. newsroom;
19. initially;

20. to be fitted with decoders;
21. broadband;
22. satellite television;
23. to open up the availability of smth.

2. Give English equivalents to the following and use them in sentences of your own:

1. передавать;
2. наземное телевидение;
3. канал;
4. включать в себя;
5. оказывать влияние;
6. кабельное телевидение;
7. начинание/рискованное предприятие;
8. спутниковое телевидение;
9. частично совпадать;
10. прекращать;
11. сливаться.

3. What do we call ...

- 1) a device for converting?
- 2) a system of television reception in which signals are picked up by a single antenna and sent by cable to the receivers of paying subscribers?
- 3) an organization that supplies information for a media company?
- 4) a quality or a state of being educated?
- 5) a man-made object or a vehicle intended to orbit the earth, the moon, or another celestial body?
- 6) a means aiding communication or exchange?
- 7) a permission granted by a competent authority to engage in a business, occupation or activity otherwise unlawful?
- 8) one that owns a share in a property?
- 9) force of impression or operation of one thing on another?
- 10) those of the general public who give attention to sth said, done, written or shown?

4. Answer the questions, using the information from the text, the exercises and other sources of information

1. What is the history of British television?
2. What is one of the basic differences between the BBC and Independent Television? What happened in 1964?
3. What was the main function of the IBA and when did it cease to exist?
4. What is the common commitment of the BBC and ITV?
5. Why did Sky Television and BSB merge into a single company? When did it happen? What does the new company offer?

6. Why do you think the start of the BBC World Service Television is called "one of the most exciting developments at the BBC"? Explain its functions, providing specific examples.
7. What is BBC SELECT? Explain the principle of a subscription service.
8. What is the main idea of broadband cable systems?
9. What are the main characteristics of terrestrial, satellite and cable television channels? What kinds of television channels are there in this country?
10. What major developments in British television since 1980 can you name?
11. What are "minority" programs?
12. Who owns TV media in Britain? In your country?
13. How do media standards vary from country to country?
14. How is TV news collected in Britain?
15. What is the function of TV educational programs in Britain and this country?
16. How much television do you watch a week?
17. What sort of programs do you like best?
18. Do you think there is a maximum amount of time that people should watch television?
19. How is TV paid for in Britain? In your country?

5. Retell the text.

6. Translate into English:

1. Коммерческое телевидение Британии состоит из более, чем дюжины телекомпаний, ведущих трансляцию в четырнадцать различных регионах.
2. К концу восьмидесятых число обладателей телелицензий составило внушительную цифру — десятки миллионов. В последующие годы с появлением спутникового и кабельного телевидения увеличилось количество желающих получить лицензии и на эти разновидности вещания.
3. В дальнейшем планируется появление возможности размещения рекламы на Би-би-си, создание еще двух ведущих телеканалов и рост так называемых «дерегуляционных» тенденций.
4. Одним из значительных изменений в том, как жители Великобритании проводят свой досуг, стало увеличение времени, проводимого у телеэкранов.
5. Британское телевидение имеет репутацию телевидения, где передачи, включая документальные фильмы, программы о природе, комедии и спектакли, отличаются высоким качеством. Согласно правительству, в этой сфере необходимо соблюдение комбинации принципов конкуренции, качества и возможности выбора. Тем не менее, не все согласны с тем, что стандарты, в соответствии с которыми создаются телепрограммы, в будущем могут измениться в худшую сторону в связи с большей ориентацией программ на вкусы массовой аудитории. Я имею в виду «мыльные оперы», викторины, ситуационные комедии.

6. В результате координированного планирования программ в рамках двух телеслужб Би-би-си удается одновременно соответствовать вкусам различных аудиторий. Би-би-си представляет высокий процент таких программ, как развлекательные, спортивные, детские, посвященные обзору текущих событий и т. п. Би-би-си 2 уделяет больше внимания документальным фильмам, программам о путешествиях, серьезным спектаклям, музыке и передачам, посвященным обзору текущих событий.
7. Программы Ай-ти-ви прерываются рекламными объявлениями длиной в одну или две минуты каждые четверть часа.
8. Правда ли, что ваш новый канал, дочерняя компания Ай-би-эй, может быть конкурентоспособным? До 1990 программы Ай-ти-ви находились в ведении Ай-би-эй. В 1991 ее полномочия были переданы новой организации, именуемой Независимая Телевизионная Комиссия.
9. Ты же знаешь, что постоянно смотреть ночные передачи вредно, правда? — Конечно, знаю, но я могу автоматически записать эти информационные программы на видеомэгнитофон, и посмотреть их днем.
10. Эта телекомпания транслирует шесть каналов со спутника Астра, включая спортивные программы, новости рока и поп музыки. На любой из этих каналов можно предварительно оформить подписку. Парламентский канал спутникового телевидения обеспечивает прямые трансляции заседаний Парламента. Также имеются телеслужбы, ведущие программы на греческом и японском языках. За фильмы приходится платить дополнительно.

UNIT 6

Read the following text:

RADIO AND TELEVISION IN GREAT BRITAIN

The growth of radio and particularly of television is as important in providing news as the press. They provide powerful means of capturing public attention. But while private enterprise predominates in the publishing field in Great Britain, radio broadcasting is a government monopoly, as was television until late in 1955. The British Broadcasting Corporation (BBC), a public organization, still provides all radio programmes.

The BBC has four national radio channels for listeners in the United Kingdom. Radio (channel) 1 provides mainly a programme of rock and pop music. Radio 2 broadcasts light music and entertainment, comedy as well as being the principal channel for the coverage of sport. Radio 3 provides mainly classical music as well as drama, poetry and short stories, documentaries, talks on ancient and modern plays and some education programmes. Radio 4 is the main speech network providing the principal news and current affairs service, as well as drama, comedy, documentaries and panel games. It also carries parliamentary and major public events. The BBC has over 30 local radio stations and about 50 commercial independent stations distributed throughout Britain. To provide high-quality and wide-ranging programmes that inform,

educate and entertain, to provide also greater choice and competition the government encourages the growth of additional national radio services run on commercial lines.

Besides these domestic programmes, the BBC broadcasts in English and in over 40 other languages to every part of the world. It is the World Service of the BBC. Its broadcasts are intended to provide a link of culture, information and entertainment between the peoples of the United Kingdom and those in other parts of the world. The main part of the World Service programme is formed by news bulletins, current affairs, political commentaries, as well as sports, music, drama, etc. In general, the BBC World Service reflects British opinion and the British way of life. The BBC news bulletins and other programmes are re-broadcast by the radio services of many countries.

The BBC has a powerful television service. It owns two channels: BBC1 and BBC2. In addition there are two independent channels: ITV (Independent Television) and Channel 4, which is owned by the IB A (Independent Broadcasting Authority). Practically all the population of the country lives within the range of the TV transmission. With the exception of a break during the Second World War, the BBC has been providing regular television broadcasts since 1936. All BBC2 programmes and the vast majority of those on BBC1 are broadcast on the national network. The aim of the Government is that at least 25 per cent of programmes on all channels should be made by independent producers.

The BBC television programmes are designed for people of different interests. BBC1 presents more programmes of general interest, such as light entertainment, sport, current affairs, children's programmes, as well as news and information. BBC2 provides documentaries, travel programmes, serious drama, music, programmes on pastimes and international films.

The ITV has 15 programme companies, each serving a different part of the country. These companies get most of their money from firms who use them for advertising. The whole of ITV is controlled by the IB A. The magazine "TV Times"⁴ advertises all ITV programmes; ITV programmes include news, information, light entertainment and are interrupted at regular intervals by advertisements. Despite the genuine entertainment that so many of the good commercials afford, television still succeeds in crushing its viewers with ads that are too annoying, too often, and just too much. Very often commercials are infuriating as well as irresistible. Commercials are the heavy tribute that the viewer must pay to the sponsor in exchange for often doubtful pleasure. The first regular commercial ITV programmes began in London in 1955.

Channel 4 began broadcasting in 1983. It forms part of the independent television network and provides a national TV service throughout Britain, except in Wales, which has a corresponding service in Welsh.

The BBC does not give publicity to any firm or company except when it is necessary to provide effective and informative programmes. It must not broadcast any commercial advertisement or any sponsored programme. Advertisements are broadcast only on independent television, but advertisers can have no influence on programme content or editorial work. Advertising is usually limited to seven minutes in any one hour of broadcasting time.

Both the BBC and the IBA broadcast education programmes for children and students in schools of all kinds, as well as pre-school children, and for adults in colleges and other institutions and in their homes. Broadcasts to schools cover most subjects of the

curriculum, while education programmes for adults cover many fields of learning, vocational training and recreation.

The Government has no privileged access to radio or television, but government publicity to support non-political campaigns may be broadcast on independent radio and television. Such broadcasts are paid for on a normal commercial basis. The BBC is not the mouthpiece of the government. All the major political parties have equal rights to give political broadcasts. Radio and, particularly, television have their greatest impact on public affairs at election time. Each of the principal political parties is granted time on the air roughly in proportion to the number of its candidates for Parliament.

Television and radio coverage of political matters, including elections, is required to be impartial. Extended news programmes cover all aspects of the major parties' campaigns at national level and in the constituencies. Political parties arrange "photo opportunities", during which candidates are photographed in such places as factories, farms, building sites, schools and youth centres. They often use these visits to make points about party policies.

Special election programmes include discussions between politicians belonging to rival parties. Often a studio audience of members of the public is able to challenge and question senior politicians. Radio "phone-ins" also allow ordinary callers to question, or put their views to political leaders. Broadcast coverage also includes interviews with leading figures from all the parties, reports focusing on particular election issues, and commentaries from political journalists.

Arrangements for the broadcasts are made between the political parties and the broadcasting authorities, but editorial control of the broadcasts rests with the parties.

Television and the other channels of mass media are playing an increasingly important part in bringing contemporary affairs to the general public.

Radio and television programmes for the week are published in the BBC periodical, "Radio Times". The BBC publishes another a selection of radio and TV talks are weekly periodical, "The Listener", in which printed.

1. Fill in the blanks with the correct words:

1. The growth of radio and particularly of television is as important in providing news as the_____.
2. The BBC has four national radio_____ for listeners in the United Kingdom.
3. The broadcasts of the World Service of the BBC are intended to provide a_____of culture, information and entertainment between the peoples of the United Kingdom and those in other parts of the world.
4. The BBC news_____and other programmes are re-broadcast by the radio services of many countries.
5. Practically all the population of the country lives within the_____of the TV transmission.
6. These ITV programme companies get most of their money from firms who use them for_____.
7. Commercials are the heavy tribute that the viewer must pay to the in exchange for often_____pleasure.

8. The BBC is not the_____of the government.
9. Television and the other channels of_____are playing an increasingly important part in bringing contemporary affairs to the general public.

2. Complete the sentences with the best answer (a, b or c).

1. But while private enterprise predominates in the publishing field in Great Britain, radio broadcasting is
 - a) a Parliament monopoly.
 - b) a Government monopoly.
 - c) a group monopoly.
2. Radio (channel) 1 provides mainly a programme of
 - a) rock and pop music.
 - b) pop music.
 - c) classical music.
3. In general, the BBC World Service reflects
 - a) the British way of life.
 - b) the British political life.
 - c) the British economic life.
4. Advertisements are broadcast only on independent television, but advertisers can have no influence on
 - a) public opinion.
 - b) programme content or editorial work.
 - c) education programmes.
5. Radio and television programmes for the week are published in the BBC periodical
 - a) "TV Times"
 - b) "Radio Times".
 - c) "The Listener"

3. Are the statements true or false? Correct the false statements.

1. The British Broadcasting Corporation (BBC), a public organization, still provides all radio programmes.
2. The BBC has over 30 local radio stations and about 50 commercial independent stations distributed throughout Europe.
3. To provide high-quality and wide-ranging programmes that inform, educate and entertain, and to provide also greater choice and competition the government encourages the growth of additional national radio services run on commercial lines.
4. Besides these domestic programmes, the BBC broadcasts in English and in over 100 other languages to every part of the world.
5. The aim of the Government is that at least 25 per cent of programmes on all channels should be made by independent producers.
6. Despite the genuine entertainment that so many of the good commercials afford, television still succeeds in amusing its viewers with ads that are too annoying, too often, and just too much.
7. The first regular commercial ITV programmes began in Manchester in 1955.

8. Broadcasts to schools cover most subjects of the curriculum, while education programmes for adults cover many fields of learning, vocational training and recreation.
9. The Government has privileged access to radio or television, but government publicity to support non-political campaigns may be broadcast on independent radio and television.
10. Each of the principal political parties is granted time on the air roughly in proportion to the number of its candidates for Parliament.

4. Answer the questions.

1. Why do radio and television provide powerful means of capturing public attention?
2. Is the British Broadcasting Corporation a public organization? What does it mean?
3. Describe the four national radio channels of the BBC for listeners in the United Kingdom.
4. What is the World Service of the BBC? What does it reflect in general?
5. Examine the television service of the BBC, commenting on its four channels.
6. For whom are the BBC television programmes designed?
7. Characterize briefly the ITV (Independent Television).
8. Explain, as you understand, the statement: "Commercials are the heavy tribute that the viewer must pay to the sponsor in exchange for often doubtful pleasure".
9. What are the rules for advertisers on the BBC and the IBA (Independent Broadcasting Authority)?
10. Characterize the role of television at election time.
11. Name the BBC's periodicals in which radio and television programmes and a selection of radio and TV talks are printed.

DISCUSSION ACTIVITY

1. The place of radio and television in your life.
2. The BBC and British Government: their interrelations.
3. The role of the radio and TV in education.

UNIT 7

TELEVISION IN THE USA

After World War II, American homes were invaded by a powerful new force: television. TV was developed at a time when Americans were becoming more affluent and mobile. Traditional family ways were getting weaker. Watching TV soon became a social ritual. In fact, in the average American household, the television is watched 7 hours a day, turned on basically for the same reasons that radios are, as background music and noise. Many morning and daytime programs are watched intermittently.

At the same time, in 1990s in addition to the 1,200 individual TV stations, not just transmitters that pass on programs, there were 9,900 cable operating systems serving 44 million subscribers in 27,000 communities, paying a fee of \$15 per month to watch programs not offered on commercial channels. Of these, just under 300 were non-commercial, supported by individual donations, grants from foundations and private organizations, and funds from city, state, and federal sources.

Like radio stations, TV stations in the USA must be licensed to broadcast by the Federal Communications Commission (FCC). Although the FCC regulates radio and television transmissions, it has no control over reception. As a result, in the USA there are no charges and taxes, or licenses for owning a TV receiver. Laws prohibit any state or the federal government from owning or operating TV stations. Another FCC regulation, the so-called Fairness Doctrine, requires stations to give equal time to opposing views at no charge. Likewise, all commercial stations are required to devote a certain percentage of their broadcasting time to "public service" announcements and advertising.

The largest television network is not CBS (Columbia Broadcasting Company), NBC (National Broadcasting Company), or ABC (American Broadcasting Company), though these three are US major commercial networks. Nor is it one of the cable networks such as CNN (Cable News Network), which carries only news and news stories, ESPN, the all-sports cable network, or even MTV, which is famous for its music videos. Rather, it is PBS (Public Broadcasting Service) with its over 280 non-profit, non-commercial stations sharing programs. The growth of public television in the past few decades has been dramatic. Their level of quality, whether in national and international news, entertainment, or education, is excellent. Children and parents in many parts of the world are familiar with *Sesame Street*, *The Muppet Show*, or *Reading Rainbow*.

The majority of commercial television stations receive most of their programming from the largest commercial networks which, with their financial and professional resources, have several advantages. They are able to purchase the distribution rights, for example, to the most recent films and series. They can attract the best artists and performers. Above all, they are able to maintain large news gathering organizations throughout the nation and the world. They also have considerable income from selling news and video material to other international TV systems.

All of the networks have nationwide news programs, stressing feature stories in the mornings, throughout a week. All have regular like CBS's *Sixty Minutes* and PBS's *The MacNeil/Lehrer Newshour*. Local TV stations have their own news teams, reporters and film crews. They are also in competition with one another for getting the most recent news. If their programs are watched by many people, they are more likely to get more money from advertisers. Commercials take up about ten minutes of every 60 minutes during "prime time" viewing. This is the period in the early evening when most viewers watch TV.

Technology continues to change the media. Computer users have access to on-line news for up-to-the-minute information on general or specialized subjects. Concerts, dramas, sports events, movies can also be watched on CDs and DVDs. So, since there is no basic nationwide system or policy on television media in the USA, at present no one

is quite sure what will come out of the cable television, satellite, video or pay television. American specialist believe that the hopes once voiced for television will be totally realized.

Active vocabulary:

to invade	– захватить
affluent	– богатый
mobile	– продвигающийся
intermittently	– с перерывами
community	– участок
grant	– дотация, субсидия, грант
foundation	– фонд, учреждение
to be licensed	– получить лицензию
charges and taxes	– сборы и платежи
to prohibit	– запрещать
Fairness Doctrine	– доктрина справедливости
to require	– обязывать
to give equal time	– выделить равное количество времени
opposing views	– освещение противоположных точек зрения на события
at no charge	– без дополнительной оплаты
likewise	– также
required to devote a certain percentage	– должны выделить часть ...
broadcasting time	– эфирное время
“public service” announcements	– общественные объявления
to be major	– лидировать
all-sports network	– спортивная сеть
non-profit	– бесплатный
sharing programs	– программы с перерывами
to purchase	– покупать
distribution rights	– право на распространение
performer	– исполнитель
to maintain	– содержать
nationwide	– национально ориентированный
stressing feature story	– напряженный (убойный) сенсационный материал
throughout a week	– в течение недели
film crew	– съемочная группа
to be more likely	– иметь больше шансов
advertiser	– рекламодатель
commercial	– реклама
prime time viewing	– лучшее эфирное время
media	– медиа пространство
up-to-the-minute information	– последняя свежая информация
policy	– правила

to come out	– появиться
voiced	– возложенный
realized	– оправданный
subscriber	– потребитель, абонент

1. Give Ukrainian equivalents to the following word combinations:

- 1) to be invaded by something
- 2) social ritual
- 3) background music
- 4) to serve cable TV subscribers
- 5) individual donations
- 6) Fairness Doctrine
- 7) to devote time to something
- 8) non-profit TV station
- 9) dramatic growth of public television
- 10) to purchase distribution rights
- 11) to maintain

2. Give English equivalents to the following and use them in sentences of your own:

1. передатчик
2. коммерческая телесеть
3. изобильный, богатый
4. с перерывами
5. предоставлять телевизионное время бесплатно
6. знать что-либо, быть знакомым с кем (чем) - либо
7. получать значительную прибыль от продажи
8. реклама
9. иметь доступ к
10. надежды, возлагаемые на телевидение

3. Match the definitions in column B with the words in column A

A	B
1. fee	a) fixed charge
2. mobile	b) to keep one's eyes on
3. household	c) not continuously
4. reception	d) characterized by movement from one class or group to another
5. intermittently	e) sth like a figure (as of a person) usually with a cloth body and moved by smb
6. to purchase	f) to obtain by paying money or its equivalent
7. grant	g) group people associated in joint work
8. to watch	h) those who dwell under the same roof and compose a family
9. muppet	i) gift for a particular purpose
10. crew	j) getting of radio or TV broadcast

4. Answer the questions

1. Why was America invaded by television after WWII? How has the development of television progressed ever since?
2. How many hours a day is TV watched in the average American household? Compare the number of hours with that in the average Ukrainian household.
3. How would you prove the point that "in the USA there is too much to watch on TV and a great variety of it"?
4. What is the role of the Federal Communications Commission?
5. Why do you think PBS is considered to be the largest television network?
6. What advantages do large commercial TV networks have in the United States?
7. What do all the US television networks have in common?
8. Why is it important for TV channels to broadcast as many commercials as possible during the "prime time"?
9. How does technology change the media?
10. Do you share the belief of American TV specialists concerning the realization of the hopes once voiced for television? What kind of hopes do you think were and are voiced?

5. Make up dialogues using the information of text and the words given below:

a) You are participating in the work of a conference dedicated to the problems of American television:

commercials, advantages and disadvantages, a great choice, available, fees, satellites, cable TV, competition, "prime time", technology, international TV systems, public television, the level of quality, networks, regulations, to share common features.

b) Two friends working in the same film crew for a local TV station in Boston:

to attract, income, news teams, reporters, on-line news, television media, pay television, CDs and DVDs, commercials, to invade, transmitters, subscribers, donations and grants, to give equal time to, advertising, all-sports cable network, entertainment, to be familiar with, to purchase distribution rights, to have access to sth.

6. Fill in the blanks with the given words and translate the texts

describes	tastes	magazines	market
audiences	advertising	comfortable	familiar
customs	living	foods	announces
improved	messages	clothes	obtained
mass communication	seeks	products	selling
radio	things	suggests	

Advertising is a form of (1) Advertising (2) ... to make people aware of the things they need and to make them want these (3) It tells what (4) ... or services are on the (5) ... , and how they can be (6)

It (7) ... new products, and (8) ... new uses and (9) ... and features of (10) ... ones. Advertising (11) ... that we might enjoy more nourishing (12) ... , more attractive (13) ... , and more (14) ... homes. In doing all these things, (15) ... helps us to improve our way of (16) It also shapes our (17) ... , habits and (18)

Advertising (19) ... are carried to large (20) ... by newspapers, (21) ... , television, (22) ... , and other means of (23)

informative

bombard

misleading

ubiquitous

subtle

blatant

beneficial

catchy jingles

watchdog

brainwash

exploit

implicit

Modern advertisements contain hidden messages. (1) ... in the advertisement showing the pretty girl in the new car or the smiling children round the packet of washing powder is the message that if we buy the product, we also achieve success and happiness. It is a (2) ... approach since it seeks to (3) ... our secret dreams, and it is inescapable since advertising is (4) Giant street hoardings and (5) ... on television (6) ... us from all sides. They (7) ... us into believing that we can realize our ambitions quickly and easily. On the other hand, defenders of advertising say that it is (8) Advertising is (9) Advertisements tell us about useful new products. They brighten our lives with color and music. They increase demand, stimulate industry and so keep prices down. Whether for or against advertising, most people would agree that some kind of (10) ... body, appointed by the government or by the advertising industry itself, is necessary to maintain standards of honesty and to discourage the more (11) ... types of (12) ... advertisements.

7. Topics for discussion

- a) Advertising should be banned on all TV channels.
- b) Ukrainian TV stations and advertising.
- c) Commercials can be fun.
- d) I don't trust advertisements

UNIT 8

MEDIA MATTERS

'TV News' looked at some of the dilemmas in television journalism. Here, we examine four issues of vital importance to the *entire* information industry.

But they're not just crucial debates for people who work in TV, radio and the press. They concern media consumers too... and that means EVERYONE.

BALANCE	CENSORSHIP	CONTROL	EQUALITY
<p>News is often about conflict – just think of the situations in Russia, Northern Ireland, South Africa or the Middle East. Then there are less dramatic conflicts. Examples of these include the battles between strikers and their employers or the police and angry demonstrators.</p> <p>But whether a news story is global or local, it usually involves an argument. The question is - do the media report both sides of the problem in a balanced way? In many cases the answer is yes. TV, radio and broadsheet newspapers generally focus on the facts and try to be fair. But when it comes to tabloid papers, the picture is very different. Their reports often contain strong opinions. They support one side in a conflict and attack the other. This approach is popular with millions of tabloid readers because it's fun to read about heroes and villains. Unfortunately, though, the truth is rarely black and white - it's usually grey.</p>	<p>How free are the media? Well – it varies from country to country. In some cases (e.g. Sweden and America) there are very few limits on what journalists can report. Other governments are slightly less liberal". In Britain, for example, there is an 'Official Secrets Act'. This means that it's against the law to report certain sensitive information about defence or intelligence" matters.</p> <p>And then there's a third group of countries which control their media very strictly. In cases like this, broadcasters and journalists who break the law are frequently sent to prison or sometimes even killed.</p> <p>"Lack" of freedom is a serious journalistic issue, but it's not the only one in the censorship debate. On the other side of the coin, some people believe journalists have too much freedom. The argument here is that newspapers often invade people's private lives and print sensational stories which are untrue. Should this, be allowed to happen?</p>	<p>Newspapers and TV stations are expensive – only the very rich can afford to buy and run" them. Even fewer can afford 1p control a media empire - but two men who can are Rupert Murdoch (USA) and Silvio Berlusconi (Italy). Some people believe that 'media moguls'" like these have too much power and are only . interested in profit, not good quality papers or programmes. Others claim the opposite - that rich owners are good for the information industry. Why? Because they invest in new technology and create more choice for the consumer.</p>	<p>How do the media represent women – fairly or unfairly? And what about ethnic or religious minorities, children, old people or the disabled?" How much time and space are their views given by the media? These days equality is a very important issue. We live in complex societies with lots of different groups - a fact which can't be ignored. The problem is that for a long time the media <i>did</i> ignore it.</p> <p>Things have improved a lot in the last ten years - for example, there are more women in top media jobs these days and more programmes and papers for ethnic viewers and readers. But even so, many minority groups think there's still a long way to go</p>

Match the words with their definitions:

1. matters –

2. liberal –
3. intelligence –
4. run –
5. moguls –
6. ethnic –
7. the disabled –

- a. (here) operate
- b. racial
- c. open-minded, generous
- d. multi-millionaires who own business empires
- e. issues
- f. people who have a permanent mental or physical problem
- g. (here) secret military, scientific or political information

UNIT 9

Read the following text:

NEWSCASR STRUCTURE

What does the research tell us about what kinds of stories people understand best and the effects of where they are placed in the newscast?

The researchers said that the first stories and the last stories were usually well understood. But **lead stories** that contain a lot of **extraneous** and unrelated angles, words, pictures, and graphics could be poorly comprehended. Closing stories were always understood better, perhaps because they are often quite visual and **high in** human interest elements. Good comprehension of stories in the middle of the newscasts seemed to be connected to how much personal **relevance** the stories had — oil and gasoline prices, a truck drivers' strike that blocked major roads, and changes in national **health insurance** policies, for example. Or the audience understood and remembered stories better if they contained famous individuals doing something **unique** or were about unique situations such as a plane crash.

Here is a list of helpful story characteristics that may hold some surprises for journalists and their news judgment traditions.

Helps Understanding:

1. Length. Longer stories are always understood better — includes stories with longer anchor on-camera time.
2. Human interest.
3. Personalization.

4. Excitement.
5. Unusual story structure.
6. Surprise: a large number of unusual elements.

And a note about grouping stories: Producers often group stories about similar topics, or the same topic in different locales, within the same program segments.

But when viewers see and hear a series of stories that contain many of the same elements, they may have trouble remembering most of the stories after the first one. So grouping a series of stories under some generic theme such as “Local Crime Today” may result in a blur of stories and a real chance the audience will transpose the details from one story to another.

Researchers recommended that journalists work harder at anticipating future events and prepare to explain them better. It might be a good idea, they said, to try to find out how much prior knowledge people have about future subject «x» and begin to build a common body of knowledge about it.

They recommended that we stop assuming the audience knows as much as we do about the news. They complained that journalists are too much concerned with the latest details and not concerned enough with the background. Updating is fine, but if the audience has little prior knowledge, you can't update a vacuum.

Specifically they recommended:

1. More repetition and redundancy. But they don't mean just repeating things. They mean that every story should be organized around a main point, that the story should build up to the main point, and that all elements should contribute to the main point and its various implications.
2. Emphasize why the story is important.
3. “Slow down” the news with tighter, better-structured reporting and more demanding and reflective writing. Highlight the historical context as well as the latest angles.
4. Be explicit: don't expect the audience to get hidden, implicit messages.
5. Separate similar stories from one another. Avoid having the stories melt together.
6. Make extensive use of graphics to handle statistics and other quantitative information.
7. Tell the story in human terms whenever possible.
8. Explain technical or specialized terms. Avoid jargon.

The recommendations offer a good example of a scholarly approach to the problem of how to improve the way we communicate news stories.

1. Refer back to the text and answer the questions:

1. Which stories are usually well understood?
2. Why could lead stories be poorly comprehended?
3. What can be said about closing stories?
4. What is good comprehension of stories in the middle of the newscasts connected to?
5. Which story characteristics can be helpful?
6. Why is it recommended that journalists work harder at anticipating future events?
7. What are journalists too much concerned with, as the researchers said?
8. What are the researchers' recommendations?

2. Translate the following word-combinations into Ukrainian:

1. anchor on-camera time
2. to anticipate future events
3. to assume
4. to complain
5. redundancy
6. to build up to the main point
7. to contribute to smth
8. the latest angles
9. to handle statistics
10. quantitative information

3. Insert prepositions where necessary in, from, to, to, - , at, with, to:

1. to work — smth
2. to be concerned — smth
3. to contribute — smth
4. to handle — smth
5. an approach — smth
6. to be high — smth
7. to be connected — smth
8. to separate smth — smth

4. Find in the text the words which describe or mean the following:

1. containing a lot of particular substance, or having a lot of a particular quality
2. the events in the past that explain why something has happened in the way that it has
3. to tell smb the most recent information about smth
4. something that is not directly said or shown, but that is suggested or understood
5. to make smth easy to notice so that people pay attention to it.

5. Translate the following sentences into Russian:

1. Foods that are high in fat are also high in calories.
2. It took five years for the author to research background information for her new book.
3. He updated the journalists on the negotiations.
4. The airline is among the youngest — and by implication the safest — in the air.
5. Your resume should highlight your skills and achievements.

DISCUSSION ACTIVITY

A. How do you understand the following statements?

1. You can't update a vacuum.
2. "Slow down" the news with tighter, better structured reporting and more demanding and reflective writing.
3. Tell the story in human terms whenever possible.

B. Work in groups. Decide which of the recommendations given in the text (1-8) are worthwhile or pointless. Give your reasons.

UNIT 10

A NATIONAL DISEASE?

At any time between four in the afternoon and midnight, at least ten million viewers in Great Britain are sure to be watching television. This figure can even rise to 35 million at peak viewing hours. With such large numbers involved, there are those who would maintain that television is in danger of becoming a national disease.

The average man or woman spends about a third of his or her life asleep, and a further third at work. The remaining third is leisure time—mostly evening and weekends, and it is during this time that people are free to occupy themselves in any way they see fit. In our great-grandfathers' days the choice of entertainment was strictly limited, but nowadays there is an enormous variety of things to do. The vast majority of the population, though, seem to be quite content to spend their evenings goggling at the box. Even when they go out, the choice of the pub can be influenced by which one has a television; it is, in fact, the introduction of that has prompted an enormous growth in the box's popularity, and there can be little likelihood of this popularity diminishing in the near future. If, then, we have to live with the monster, we must study its effects.

That the great boom in television's popularity is destroying "the art of conversation" — a widely-held middle-class opinion — seems to be at best irrelevant, and at worst demonstrably false. How many conversations does one hear prefaced with the remark, "Did you see so-and-so last night? Good, wasn't it!" which suggests that television has had a beneficial rather than a detrimental effect on conversational habits: at least people have something to talk about! More disturbing is the possible effect on people's mind and attitudes. There seems to be a particular risk of television bringing a sense of unreality into all our lives.

Most people, it is probably true to say, would be horrified to see someone gunned down in the street before their very eyes. The same sight repeated nightly in the comfort of one's living-room tends to lose its impact. What worries many people is that if cold-blooded murder — both acted and real — means so little, are scenes of earthquakes and other natural disasters likely to have much effect either?

Such questions are, to a large extent, unanswerable, and it is true to say that predictions about people's probable reactions are dangerous and often misleading. But if television is dulling our reactions to violence and tragedy, it can also be said to be broadening people's horizons by introducing them to new ideas and activities — ideas which may eventually lead them into new hobbies and pastimes.

In the last few years there has been a vast increase in educative programmes, from the more serious Open University, to Yoga and the joys of amateur gardening. Already then people have a lot to thank the small screen for, and in all probability the future will see many more grateful viewers who have discovered new pursuits through the telly's inventive genius.

Television, arguably the most important invention of the twentieth century, is bound to be exerting a major influence on the life of the modern man for as long as one dare predict: that it will also continue to grow in popularity as the years go by is virtually certain. Yet in arousing hitherto unknown interests – challenging to its own hold over the lethargic minds of devotees – it is not inconceivable that television may be sowing the seeds of its own downfall.

1. As you read the text:

a) Look for the answers to these questions:

1. According to the author, how do most British people spend their evenings? 2. What has prompted an enormous growth in television's popularity? 3. What is the effect of continual violence on television in the author's opinion? 4. Why does the author think that television may be "sowing the seeds of its own downfall"?

b) Find in the text the arguments the author gives to illustrate the following:

1. The statement that television is destroying the art of conversation seems to be irrelevant. 2. Television is dulling viewers' reactions to violence and tragedy. 3. Television is broadening people's horizons.

c) Summarize the text in 3 paragraphs.

2. Use the topical vocabulary in answering the following questions:

1. What are your favourite programmes? Refer to specific programmes to illustrate your preferences.

2. What qualities do you look for in a television programme?

3. What are the programmes that appeal to specific age groups?

3. Below are three different opinions on the same controversial issue "Children and Television". Work in groups of 3 and discuss the problem.

1. Primary and secondary education have improved out of all recognition since the arrival of TV in the home and this is not only because of programmes designed for schools. Through TV a child can extend his knowledge and it provides vital food for his imagination.

2. We are dealing with a culture of TV babies. They can watch, do their homework and listen to music at the same time. What kids can't do today is follow things too long. Today's TV babies get bored and distracted easily.

3. You can blame TV for the fact that children take longer to learn to read these days and barely see the point any more of acquiring the skill.

UNIT 11

TO INFORM, TO INFLUENCE, TO SERVE

Traditionally the newspaper's basic roles have been to inform, influence, entertain, and foster the development of the nations, economy through advertising: these roles are still important. But changing audiences and potential audiences have suggested the addition of the 5th basic function: to serve people and help make their lives better. Serving readers has always been a function of newspapers, but the demands of increasingly self-focused readers with multiple needs and the pressures of competition for their time and money give a new urgency to reader service.

Of these basic roles, dissemination of info, is most vital. Complete, accurate info is essential to clear thinking, and clear thinking is necessary to making sound judgements, whether the info receivers are electing a president, voting on a school bond issue, or selecting a product to purchase. The basis for our newspaper's protection under the First amendment is their role in informing the public of matters important to public welfare. Opinion polls over the years suggest that newspapers have not always succeeded in this goal.

Most of info that newspapers transmit which does not deal with advertising is characterized by an emphasis on timeliness and human interest and is described as news.

Sensational events such as crimes and natural disasters and unusual events of all kinds have been emphasized by many newspapers and they still are by some who contend that reader's interest in them remains high.

But many newspapers today are looking more to situations than single events to report, more editors are placing greater weight on the significant than the sensational.

News can be placed into categories according to geography, subject matter and perhaps other criteria. Most daily newspapers carry at least some international, national and regional news as well as state and local news.

Info that could not be classified as news because it lacked timeliness or some other vital ingredient has been referred to a feature material. Such features may involve advice columns or human relations, health and other topics, human interest stories of various kinds, reviews of books, plays and other art forms, comics and other item.

Editorials, political cartoons, political columns and letters to the editor also help newspapers perform their info function, but they also contain opinion and are placed together on an opinion or editorial page.

Info is the staple of any good newspaper. But most hope to influence their readers as well as inform them.

First, it is evident that newspapers exert influence through their total presentations and their image in the community and not through their advocacies alone. The newspapers coverage of an election may have far more influence on the outcome than its advocacy of a particular candidate.

Second, newspapers have helped bring reforms in government and other areas by focusing public attention on existing needs and problems. They have exposed corruption in government at all levels achieved deplorable condition in mental health institutions and pointed out needs in health, education, transportation and other areas.

Third, newspapers may have at least an indirect influence on elections at all levels through what has been described as "agenda setting". They help determine what issues, or non-issues, the candidates will discuss by the questions they ask, or don't ask. Newspapers help voter decide what issues are important in making decisions by their emphasis, or lack of it, on those issues.

Fourth, it seems likely that the greatest influence of newspapers and other media, is of a long - range cumulative nature. The effect of reading one article or editorial may be limited unless it is the reader's only source of info about the topic. But the effect generated by reading a newspaper over a long period of time may be considerable. Such reading can contribute to the reader's storehouse of info and ideas and help shape his perceptions and stereotypes. The newspaper can not fully control what info the reader gets. But newspapers can help those who seek info. They can help focus attention on community problems.

Fifth, it is possible, the newspapers exert influence through a chain reaction process. Influential persons in various groups rely on the mass media and especially newspapers and magazines for info. These persons receive data from the newspapers, structure it to suit their own needs then share it with others.

Finally «it seems certain, that newspapers exert some influence by providing an account of what takes place in society what people think – about it and then react to it. Present concepts of what is doing on in the community and the world are shaped to a large degree by what the mass media, including newspapers, say is going on.

Although most newspapers seek primarily to inform and influence their readers, many seek also to entertain them. Radio and subsequently TV have, pre-empted many of the entertainment responsibilities once held by both newspapers and magazines But many newspapers still devote a substantial part of their non-advertising space to human interest stories, advice columns, comics, crossword puzzled and other entertainment features. Some newspapers devote much space to comic strips as they devote to editorials, letters and political columnists combined. Info and entertainment should not be regarded as mutually exclusive. Editors seek to justify on entertainment emphasis by pointing to the results of readership surveys. People get a great deal of what they say they read.

Dr.Ruth Clark, the study report author says that they still want newspapers to tell them what is important, including hard news about national and international events and governmental activity that affect them. But they also want attention paid to their personal needs, help in understanding and dealing with their problems, news about their neighbourhoods and advice on how to cope. They want newspapers to be more attentive to their personal needs, more caring, more warmly human and less anonymous.

UNIT 12

You are going to read a magazine article about five people who each write a personal blog.

Why do people start writing blogs?

Read the personal stories of five bloggers.

Ann Handley Like many of my school friends, I used to spend hours every day writing a diary. But while they kept them hidden under their beds, I needed an audience, interaction and feedback. One day, my teacher encouraged me to join a pen friend organization and I used to write pages of fascinating detail about my teacher, my friends, my dog ... I even invented a few personalities, the details of which were far more interesting than my own life. So when one of my colleagues explained to me what blogging was all about – the frequent postings, the feedback, the track backs – I felt confident that I already knew all about it. I am now a marketing specialist and my blog is a business tool. But at the same time I am reliving the joy of communicating and the thrill of the conversation.

Dave Armano A year ago I was a professional minding my own business. When I started reading blogs, I would say to myself: 'There's so much information out there – so many smart people,' I decided to start my own blog, but I had no idea what I was doing. I was basically a nobody and I was trying to get people to listen to me. What was I thinking? But then I created a visual for my blog and before I knew it, I had all these other blogs linking to me – doing weird stuff like trackbacks. I had no idea what a trackback was, but I went from forty hits a day to close to a hundred overnight. It was amazing! That's when I stopped to think: if I wanted traffic, I needed to get some good content there, and that's what really worked for me.

Carol Krishner It's great to have my personal blog because I feel free and if I make mistakes I learn from the experience. I'm a lecturer, and it's refreshing to be able to step outside my academic interests and into a different world. But it's interesting that when you choose topics to write about you give others hints about yourself, and people do get to know you. So it's not the thing to do if you want to remain anonymous. One of the first lessons I learnt is that the sphere is a genuine community. After

asking a question in a blog comment about what qualities are needed in a good blog, I soon got spot-on advice from a blogger I didn't even know. Then I had an invitation to a local face-to-face blogger meet-up, which was an amazing experience.

Debbie Weil I started my first blog exactly three years ago for a very practical reason. It was clear to me that blogs were going to become a useful tool in my future job as a journalist. I needed to know how to use this new tool, and I figured blogging myself was the quickest way to get up to speed. I learnt quickly and since then I've helped others launch their own personal blogs. The simplicity of blogging software enables me to write entries without any problems or delays. Writing a 750-word article is a daunting task, but a quick blog entry takes less than a minute. And yet the effect is so significant – I get calls from companies saying they've read my blog and would I be available to give a presentation, for a large fee.

Tristan Hussey Writing has been a struggle for me for most of my academic life. In my first high school year I had serious spelling problems all the time. At college, thanks to a spell checker and some practice, I did fine. In 2004, I was in an administrative job and feeling that I was only using a small portion of my skills. I had heard about this blogging thing and decided I should give it a go. I wrote one blog but deleted it after a couple of days. Then I realized that if I wanted a better job, I'd need to get good at this. So I started reading blogs, writing blogs – it was a daily ritual of reading and writing. And guess what, my writing was getting better, and, incredibly, I got noticed by employers. Today I work for a blog software company.

1. For questions 1-14, choose from the people (A-E). The people may be chosen more than once. Questions and text do not contain the same words. You need to look for the meaning. e. g. ‘professional activities’ = ‘marketing specialist’ (question 2)

Be careful! ‘confidence’ – the answer is not in paragraph A. (question 9). ‘writing’ – the answer is not in paragraph E. (question 11).

A	-	Ann Handley
B	-	Dave Armano
C	-	Carol Krishner
D	-	Debbie Weil
E	-	Tristan Hussey

Which person:

1. started writing the blog as a way of improving career prospects?
2. says they use the personal blog in professional activities?
3. warns prospective bloggers about a loss of privacy?
4. mentions having certain difficulties as a teenager?
5. made a decision to improve the quality of the blog?
6. is not concerned about making errors in the blog?
7. felt no need to learn anything new before starting to write blogs?
8. believes that blogging has improved their language skills?
9. initially lacked confidence in their ability to attract readers to the blog?
10. was surprised by the response to the blog?
11. compares the ease of writing blogs to other types of writing?
12. values the fact that the blog provides a break from work?
13. remembers other people being less open about what they had written?
14. has offered other new bloggers help in starting their blogs?

Look for a similar way of saying ‘loss of privacy’.

Look for two similar ways of saying you get a ‘response’

2. Find in the text English equivalents of the following:

1. ответная реакция
2. маркетолог
3. заниматься бизнесом
4. посещение (веб-страницы)
5. в практических целях
6. программное обеспечение
7. устрашающее задание
8. существенный результат
9. за хорошие деньги
10. проблемы с орфографией

3. Answer the following questions:

1. How did Ann start writing blogs?
2. Why did Ann feel confident about that?
3. When did Dave start his own blog?
4. How much did Dave know about blogs?
5. Why is it great for Carol to have her personal blog?
6. What kind of experience did Carol gain in blogosphere?
7. Why did Debbie start blogging?
8. Why does Debbie get calls from companies?
9. How did Tristan struggle with spelling problems?
10. What was Tristan's day like after becoming a blogger?

4. Find pairs and translate the word combinations found:

- | | |
|--------------|-------------------|
| 1. To find | a) hidden |
| 2. To keep | b) anonymous |
| 3. To give | c) confident |
| 4. To remain | d) a hint |
| 5. To give | e) a diary |
| 6. To delete | f) a call |
| 7. To get | g) a presentation |
| 8. To feel | h) a blog |

5. Explain in English what the following words and word combinations mean and then give sentences of your own using them:

1. Feedback
2. A smart person
3. Trackback
4. Academic interests
5. Blogosphere
6. Spot-on advice
7. A face-to-face blogger
8. A meet-up
9. A presentation
10. An employer

6. Find similar word-combinations:

- | | |
|----------------------------|----------------------|
| a. to feel confident | – to make an attempt |
| b. to get smb. to do smth. | – to revise |
| c. to refresh | – to be sure |
| d. to give a go | – to learn smb. |

7. Make sentences true for you:

- | | | |
|-----------|------------------|-----|
| ... start | blogging | ... |
| stop | improving skills | |

go on

learning English
writing a diary
spelling words

8. Translate into English:

1. Мой знакомый поощряет, что его сын начал изучать английский.
2. Работать с программным обеспечением сложно, но платят хорошее вознаграждение.
3. Ее сын начал вести дневник в прошлом году.
4. На первом курсе ВУЗа у некоторых студентов есть проблемы с орфографией.
5. Ведение блогов помогает улучшить профессиональные навыки.
6. Когда есть обратная связь, всегда общаться интересней.
7. Толковые люди, которые ведут свой личный бизнес, всегда работают в Интернете.
8. Этот писатель оставался неизвестным долгое время.
9. Если вы хотите сделать невероятную презентацию, вам следует связаться с вашим руководителем.
10. Я прочитал лишь маленькую часть ее блога.

UNIT 13

Read the following text:

PRESS IN GREAT BRITAIN

In every modern country, regardless of form of government, the press, radio and television are political weapons of tremendous power, and few things are so indicative of the nature of a government as the way in which that power is exercised. In studying the politics of any country, it is important not only to understand the nature of the social, economic, political and other divisions of the population but to discover what organs of public and political opinion are available for the expression of the various interests.

Although the press in this or that country is legally free, the danger lies in the fact that the majority of people are not aware of the ownership. The press in fact is controlled by a comparatively small number of persons. Consequently, when the readers see different newspapers providing the same news and expressing similar opinions they are not sure that the news, and the evaluation of the news, are determined by a single group of people, perhaps mainly by one man. In democratic countries it has long been assumed that governments ought, in general, to do what their people want them to do. In a democratic country like Great Britain the press, ideally, has three political functions: information, discussion and representation. It is supposed to give the voter reliable and complete information on which to base his judgment, it should let him know the arguments for and against any policy, and it should reflect and give voice to the desires of the people as a whole.

Naturally, there is no censorship in Great Britain, but in 1953 the Press Council was set up. It is not an official body but it is composed of people nominated by journalists, and it receives complaints against particular newspapers. It may make reports which criticize papers, but its reports have no direct effect.

The British press means, primarily, a group of daily and Sunday newspapers published in London. They are most important and known as national in the sense of circulating throughout the British Isles. All the national newspapers have their central offices in London, but those with big circulations also print editions in Manchester (the second largest press centre in Britain) and Glasgow in Scotland.

All the newspapers whether daily or Sunday, totalling about twenty, can be divided into two groups: quality papers and popular papers. Quality papers include "The Times", "The Guardian", "The Daily Telegraph", the "Financial Times", "The Observer", "The Sunday Times" and "The Sunday Telegraph". Very thoroughly they report national and international news.

The distinction between the quality and the popular papers is one primarily of educational level. Quality papers are those newspapers which are intended for the well educated. All the rest are generally called popular newspapers. The most important of them are the "News of the World", "The Sun", the "Daily Mirror", the "Daily Express".

The popular newspapers tend to make news sensational. They publish "personal" articles which shock and excite. Instead of printing factual news reports, these papers write them up in an exciting way, easy to read, playing on people's emotions. They avoid serious political and social questions or treat them superficially. Trivial events are treated as the most interesting and important happenings. Crime is always given far more space than creative, productive or cultural achievements. Much of their information concerns the private lives of people who are in the news. The popular newspapers are very similar to one another in appearance and general arrangement, with big headlines and the main news on the front page.

The four most famous provincial newspapers are "The Scotsman" (Edinburgh), the "Glasgow Herald", the "Yorkshire Post" (Leeds) and the "Belfast Telegraph", which present national as well as local news. Apart from these there are many other daily, evening and weekly papers published in cities and smaller towns. They present local news and are supported by local advertisements.

But the best-known among the British national quality newspapers are as follows.

"The Times" (1785) is called the paper of the Establishment. Politically it is independent, but is generally inclined to be sympathetic to the Conservative party.

"The Guardian" (until 1959 — "Manchester Guardian") has become a truly national paper rather than one specially connected with Manchester. In quality, style and reporting it is nearly equal with "The Times". In politics it is described as "radical". It was favourable to the Liberal party and tends to be rather closer in sympathy to the Labour party than to the Conservatives. It has made great progress during the past years, particularly among intelligent people who find "The Times" too uncritical of the Establishment.

"The Daily Telegraph" (1855) is the quality paper with the largest circulation (1.2 million compared with "The Times's" 442 thousand and "The Guardian's" 500

thousand). In theory it is independent, but in practice it is an orthodox Conservative paper and as such caters for the educated and semi-educated business and professional classes. Being well produced and edited it is full of various information and belongs to the same class of journalism as "The Times" and "The Guardian".

"The Daily Mirror" (3.1 million) is the popular newspaper which supports the Labour Party.

The daily papers have no Sunday editions, but there are Sunday papers, nearly all of which are national: "The Sunday Times" (1822, 1.2 million), "Sunday Telegraph" (1961, 0.7 million), the "Sunday Express" (1918, 2.2 million), the "Sunday Mirror" (1963, 2.7 million).

On weekdays there are evening papers, all of which serve their own regions only, and give the latest news. London has two evening newspapers, the "London Standard" and the "Evening News".

In addition to the daily and Sunday papers, there is an enormous number of weeklies, some devoted to specialized and professional subjects, others of more general interest. Three of them are of special importance and enjoy a large and influential readership. They are the "Spectator" (which is non-party but with Conservative views), the "New Statesman" (a radical journal, inclining towards the left wing of the Labour Party) and the largest and most influential — the "Economist" (politically independent). These periodicals resemble one another in subject matter and layout. They contain articles on national and international affairs, current events, the arts, letters to the Editor, extensive book reviews. Their publications often exert a great influence on politics.

Traditionally the leading humorous periodical in Britain is "Punch", best known for its cartoons and articles which deserve to be regarded as typical examples of English humour. It has in recent years devoted increasing attention to public affairs, often by means of its famous cartoons.

There are a number of news agencies in Britain, the oldest being "Reuters" which was founded in 1851. The agency employs some 540 journalists and correspondents in seventy countries and has links with about 120 national or private news agencies. The information of general news, sports, and economic reports is received in London every day and is transmitted over a network of teleprinter lines, satellite links and cable and radio circuits.

1. Fill in the blanks with the correct words:

1. In every modern country, regardless of form of government, the press, radio and television are political _____ of tremendous power, and few things are so indicative of the nature of a government as the way in which that power is exercised.
2. Although the press in this or that country is _____ free, the danger lies in the fact that the majority of people are not aware of the.
3. Naturally, there is no _____ in Great Britain, but in 1953 the Press Council was set up.
4. The popular newspapers are very similar to one another in appearance and general arrangement, with big _____ and the main

- news on the _____ page.
5. Apart from these there are many other daily, evening and weekly papers published in cities and smaller towns. They present news and are supported by local_____.
 6. "The Times" has a reputation for extreme caution, though it has always been a _____ of solidity in Britain.
 7. In theory "The Daily Telegraph" is independent, but in practice it is an orthodox _____ paper and as such caters for the educated and semi-educated business and professional classes.
 8. Traditionally the leading humorous periodical in Britain is_____, best known for its _____ and articles which deserve to be regarded as typical examples of English_____.
 9. There are a number of news agencies in Britain, the oldest being _____, which was founded in 1851.

2. Complete the sentences with the best answer (a, b or c).

1. In studying the politics of any country, it is important not only to understand the nature of the social, economic, political and other divisions of the population but to discover what organs of public and political opinion are available for the expression of
 - a) the various interests.
 - b) the various viewpoints.
 - c) the various opinions.
2. In democratic countries it has long been assumed that governments ought, in general, to do what their people
 - a) ask them to do.
 - b) force them to do.
 - c) want them to do.
3. The popular newspapers tend to make news
 - a) attractive.
 - b) sensational.
 - c) serious.
4. Politically "The Times" is independent but is generally inclined to be sympathetic to
 - a) the Conservative party.
 - b) the Labour party.
 - c) the Liberal-Social Democratic party.
5. "Punch" has in recent years devoted increasing attention to public affairs, often by means of its famous
 - a) articles.
 - b) cartoons.
 - c) columns.

3. Are the statements true or false?

1. The press in fact is controlled by a comparatively large number of

- persons.
2. In a democratic country like Great Britain the press, ideally, has three political functions: information, discussion and representation.
 3. Quality papers are those newspapers which are intended for a wide audience.
 4. Trivial events are treated as the most interesting and important happenings.
 5. Its reporting (of "The Times") is noted for reliability and completeness and especially in home affairs.
 6. "The Guardian" was favourable to the Liberal Party and tends to be rather closer in sympathy to the Labour party than to the Conservatives.
 7. Being well produced "The Daily Telegraph" is full of various information and belongs to the same class of journalism as "The Times" and "The Guardian".
 8. "The Daily Mirror" is the popular newspaper which supports the Liberal-Social Democratic party.
 9. The "Spectator", the "New Statesman" and the "Economist" contain articles on national and international affairs, current events, the arts, letters to the Editor, extensive theatre reviews.
 10. The information of general news, sports and economic reports is received in London every day and is transmitted over a network of teleprinter lines, satellite links and cable and radio circuits.

4. Answer the questions:

1. "In every modern country, regardless of form of government, the press, radio and television are political weapons of tremendous power". —Why?
2. Explain the following statement: "Few things are so indicative of the nature of a government as the way in which the power of the press, radio and television is exercised."
3. What do the readers think when they see different newspapers providing the same news and expressing similar opinions?
4. Examine the three major political functions of the press in a democratic country like Great Britain.
5. Does the Press Council, which was set up in 1953, have anything in common with censorship in Britain?
6. Give an account of the two groups of papers in Britain — quality and popular. What do these papers publish?
7. Why is "The Times" called the paper of the Establishment?
8. What are the chief Sunday and evening newspapers?
9. Describe the main weeklies, or periodicals of special importance and enjoying a large and influential readership.
10. What periodical publishes typical examples of English humour?
11. What can you say about the oldest news agency in Britain, "Reuters"?

DISCUSSION ACTIVITY

1. The role of the press (the press, radio and television) in the life of a state (people).
2. The right of the people to know.
3. The press and censorship.

UNIT 14

Read the following text:

New forms of journalism

News is any *new information* or information on current events which is presented by print, broadcast, Internet, or word of mouth to a third party or mass audience. News, the reporting of current information on television and radio, and in newspapers and magazines.

Etymology

One theory is that “news” was developed as a special use of the plural form of “new” in the 14th century. In Middle English, the equivalent word was *newes*, based on the French *nouvelles*. A somewhat similar development is found in at least three Slavic languages (Czech, Slovak and Polish), where there exists a word *noviny* (“news”), developed from the word *nový* (“new”).

Another theory is that the word, phonetically and its written style, is based upon the Germanic word “neues”.

A folk etymology suggests that it is an acronym of the cardinal directions: *north, east, west, and south*.

Reporting of news

News reporting is a type of journalism, typically written or broadcast in news style. News is often reported by a variety of sources, such as newspapers, television, and radio programs, wire services, and web sites. Most news is investigated and presented by journalists and can be distributed to various outlets via news agencies. The reporting and investigation of news falls within the profession of journalism.

History of news reporting

In its infancy, news gathering was primitive by today's standards. Printed news had to be phoned in to a newsroom or brought there by a reporter, where it was typed and either transmitted over wire services or edited and manually set in type along with other news stories for a specific edition. Today, the term “Breaking News” has become trite as broadcast and cable news services use live satellite technology to bring current events into consumers' homes live as they happen. Events that used to take hours or days to become common knowledge in towns or in nations are fed instantaneously to consumers via radio, television, cell phones, and the Internet.

Newspapers

Most large cities had morning and afternoon newspapers. As the media evolved and news outlets increased to the point of near over-saturation, afternoon newspapers were shut down except for relatively few. Morning newspapers have been gradually losing circulation, according to reports advanced by the papers themselves.

Commonly, news content should contain the “Five Ws” (who, what, when, where, why, and also how) of an event. There should be no questions remaining. Newspapers normally write hard news stories, such as those pertaining to murders, fires, wars, etc. in inverted pyramid style so the most important information is at the beginning. Busy readers can read as little or as much as they desire. Local stations and networks with a set format must take news stories and break them down into the most important aspects due to time constraints. Cable news channels such as Fox News Channel, MSNBC, and CNN, are able to take advantage of a story, sacrificing other, decidedly less important stories, and giving as much detail about breaking news as possible.

Objectivity in news

News organizations are often expected to aim for objectivity; reporters claim to try to cover all sides of an issue without bias, as compared to commentators or analysts, who provide opinion or personal point-of-view. However, several governments impose certain constraints or police news organizations for bias. In the United Kingdom, for example, limits are set by the government agency Ofcom, the Office of Communications. Both newspapers and broadcast news programs in the United States are generally expected to remain neutral and avoid bias except for clearly indicated editorial articles or segments. Many single-party governments have operated state-run news organizations, which may present the government's views.

Even in those situations where objectivity is expected, it is difficult to achieve, and individual journalists may fall foul of their own personal bias, or avoid bias. Similarly, the objectivity of news organizations owned by conglomerated corporations fairly may be questioned, in light of the natural incentive for such groups to report news in a manner intended to advance the conglomerate's financial interests. Individuals and organizations who are the subject of news reports may use news management techniques to try to make a favourable impression. Because no human being can remain entirely objective (each of us has a particular point of view), it is recognized that there can be no absolute objectivity in news reporting.

Newsworthiness

Newsworthiness is defined as a subject having sufficient relevance to the public or a special audience to warrant press attention or coverage.

Normal people are not newsworthy unless they meet an unusual circumstance or tragedy. The news divides the population into two groups; those few whose lives are newsworthy, and the multitude who are born, live out their lives and die without the news media paying them any significant notice. The news has always covered subjects that catch people's attention and differ from their “ordinary lives”. The news is often used for escapism and thus normal events are not newsworthy. Whether the subject is love, birth, weather, or crime, journalists' tastes inevitably run toward the unnatural, the extraordinary.

The subject and newsworthiness of a story depends on the audience, as they decide what they do and do not have an interest in. The denser the population, the more global the news becomes, as there is a broader range of interests involved in its selection.

Only a fraction of news manage to convey the overall world development.

Famous TV news broadcasters

- BBC (worldwide)
- ABC (USA and Europe)
- CBS news (USA only)
- CNN (worldwide)
- CCTV (China only)
- Fox news (USA only)
- GEO News (Pakistan only)
- MSNBC (USA only)
- NDTV (India only)
- teleSUR (Latin America)
- Press TV (worldwide)
- Euronews (Europe)

1. Explain in English the following words and word combinations:

- a. Current events,
- b. various outlets,
- c. breaking news,
- d. transmitted over wire services,
- e. news management techniques,
- f. the objectivity of news,
- g. to avoid bias,
- h. newsworthy,
- i. escapism.

2. Give Ukrainian equivalents of the following words and word combinations:

To broadcast, news reporting, a variety of sources, live satellite technology, cable news channels, breaking news, to catch people's attention, avoid bias, to impose certain constraints, to advance the conglomerate's financial interests, to make a favourable impression.

3. Decide whether these statements are true or false:

1. News is regarded as any information on current events which is presented by print, broadcast, Internet or mass audience.
2. "news" was developed as a special use of the singular form of "new" in the 14th century.
3. News reporting is a type of journalism, typically oral or broadcast in professional style.
4. Morning newspapers have been increasing circulation by degrees, according to reports advanced by the papers themselves.
5. Both newspapers and broadcast news programs in the United States aren't expected to remain nonaligned and avoid prejudice except for clearly indicated editorial articles or segments.
6. Only fragmentary news manage to transmit the overall world development.

4. Fill in the blanks with an appropriate word

(to fall within, to depend on the audience, to catch people's attention, to be reported, with a set format):

News ...often by a variety of sources, such as newspapers, television, and radio programs, wire services, and web sites.

The reporting and investigation of news ... the profession of journalism.

Local stations and networks ... must take news stories and break them down into the most important aspects due to time constraints.

The news has always covered subjects that ... and differ from their “ordinary lives”.

The subject and newsworthiness of a story ..., as they decide what they do and do not have an interest in.

Translate into English:

1. Новини – це нова інформація або інформація про сучасні події, яка передається у друку, по радіо, Інтернеті до слухачів.

2.

3.

Supplementary Texts

TO INFORM, TO INFLUENCE, TO SERVE

Traditionally the newspaper's basic roles have been to inform, influence, entertain, and foster the development of the nations, economy through advertising: these roles are still important. But changing audiences and potential audiences have suggested the addition of the 5th basic function: to serve people and help make their lives better. Serving readers has always been a function of newspapers, but the demands of increasingly self-focused readers with multiple needs and the pressures of competition for their time and money give a new urgency to reader service.

Of these basic roles, dissemination of info, is most vital. Complete, accurate info is essential to clear thinking, and clear thinking is necessary to making sound judgements, whether the info receivers are electing a president, voting on a school bond issue, or selecting a product to purchase. The basis for our newspaper's protection under the First amendment is their role in informing the public of matters important to public welfare. Opinion polls over the years suggest that newspapers have not always succeeded in this goal.

Most of info that newspapers transmit which does not deal with advertising is characterized by an emphasis on timeliness and human interest and is described as news.

Sensational events such as crimes and natural disasters and unusual events of all kinds have been emphasized by many newspapers and they still are by some who contend that reader's interest in them remains high.

But many newspapers today are looking more to situations than single events to report, more editors are placing greater weight on the significant than the sensational.

News can be placed into categories according to geography, subject matter and perhaps other criteria. Most daily newspapers carry at least some international, national and regional news as well as state and local news.

Info that could not be classified as news because it lacked timeliness or some other vital ingredient has been referred to as feature material. Such features may involve advice columns or human relations, health and other topics, human interest stories of various kinds, reviews of books, plays and other art forms, comics and other items.

Editorials, political cartoons, political columns and letters to the editor also help newspapers perform their info function, but they also contain opinion and are placed together on an opinion or editorial page.

Info is the staple of any good newspaper. But most hope to influence their readers as well as inform them.

First, it is evident that newspapers exert influence through their total presentations and their image in the community and not through their advocacies alone. The newspapers' coverage of an election may have far more influence on the outcome than its advocacy of a particular candidate.

Second, newspapers have helped bring reforms in government and other areas by focusing public attention on existing needs and problems. They have exposed corruption in government at all levels, achieved deplorable conditions in mental health institutions and pointed out needs in health, education, transportation and other areas.

Third, newspapers may have at least an indirect influence on elections at all levels through what has been described as "agenda setting". They help determine what issues, or non-issues, the candidates will discuss by the questions they ask, or don't ask. Newspapers help voters decide what issues are important in making decisions by their emphasis, or lack of it, on those issues.

Fourth, it seems likely that the greatest influence of newspapers and other media is of a long-range cumulative nature. The effect of reading one article or editorial may be limited unless it is the reader's only source of info about the topic. But the effect generated by reading a newspaper over a long period of time may be considerable. Such reading can contribute to the reader's storehouse of info and ideas and help shape his perceptions and stereotypes. The newspaper can not fully control what info the reader gets. But newspapers can help those who seek info. They can help focus attention on community problems.

Fifth, it is possible, the newspapers exert influence through a chain reaction process. Influential persons in various groups rely on the mass media and especially newspapers and magazines for info. These persons receive data from the newspapers, structure it to suit their own needs then share it with others.

Finally «it seems certain, that newspapers exert some influence by providing an account of what takes place in society what people think – about it and then react to it. Present concepts of what is doing on in the community and the world are shaped to a large degree by what the mass media, including newspapers, say is going on.

Although most newspapers seek primarily to inform and influence their readers, many seek also to entertain them. Radio and subsequently TV have, pre-empted many of the entertainment responsibilities once held by both newspapers and magazines But

many newspapers still devote a substantial part of their non-advertising space to human interest stories, advice columns, comics, crossword puzzles and other entertainment features. Some newspapers devote much space to comic strips as they devote to editorials, letters and political columnists combined. Info and entertainment should not be regarded as mutually exclusive. Editors seek to justify on entertainment emphasis by pointing to the results of readership surveys. People get a great deal of what they say they read.

Dr. Ruth Clark, the study report author says that they still want newspapers to tell them what is important, including hard news about national and international events and governmental activity that affect them. But they also want attention paid to their personal needs, help in understanding and dealing with their problems, news about their neighbourhoods and advice on how to cope. They want newspapers to be more attentive to their personal needs, more caring, more warmly human and less anonymous.

THE FAMILY'S DEFENCE TELEVISION IN THE MIDDLE OF 20TH CENTURY.

Children and parents alike try to present television as a beneficial influence on the family. When children in the main Survey were asked: "What are the most important ways in which television has really changed things at home?" 21 per cent of the older and 15 per cent of the younger viewers singled out the fact that the family were at home more or that its members saw more of one another. These two age groups made even more important point that viewing improved the general things at home.

It is natural that both children and adults should point to television's good effects. The mothers who were interviewed showed a strong tendency to take up a defensive attitude about television at least as far as their own family was concerned.

The majority insisted that television made no difference to their family life and relationships, to conversation within the family, to their children's behaviour, or to their domestic routines. Asked about effects generally, they assumed these must be ill effects, and gave such answers as "Oh, there are no effects on our children only sixteen out of the sixty mothers mentioned any bad effects – mainly confined to late nights and bedtime difficulties.

Several factors lie behind this defensiveness. First, much has been said and written about the possible bad effects of television, and it is understandable that parents should interpret "effects" in an adverse way. It is equally understandable that they should be anxious to exempt their own children from undesirable reactions.

It is also possible that parents wish to think of television more as a family bond than a family menace, and that mothers in particular may see it unconsciously as a means of postponing, their children's independence and of cementing family unity. Parent views have a vested interest in presenting television as something of a benefactor, and as a result, especially in working-class families, it tends to be recorded in an uncritical manner.

Even fathers can be included in this rosy picture of television as a home-makers: "Television hasn't changed us. Television holds you together. Before we had television it was very difficult to keep my husband contented. My children have grown up and

their interests are inside now: when you have a fire it's very cozy. I only wish we'd had television sooner. They eat up more now because they sit and watch television and don't notice how much they eat ... before they used to run away. There's more to converse about, with your having television. Television doesn't command our life. It gives us a lot of pleasure – for people in our position, by the fire with the children. We have always got something to talk about. Television helps to create interest around the family fireside. Television keeps husbands at home. Young men don't go to the pubs so much.”

For the working-class family, especially as in the example just quoted, television may in fact offer a common interest, and conversational source such as had hardly existed previously. Television is also useful as a pacifier – it keeps husband and children quiet, sometimes it is almost thrust at children. One mother, for instance, found she could keep her baby quiet by holding it up to look at television.

Although most mothers denied that they used television as means of discipline, For instance: "My children behave rather better now that I have television. If they want to see a programme or a person they behave”.

Roughly half the children in both age groups of our main Survey Sample said that their parents sometimes allowed them to view later as a reward for good behaviour; and 18 per cent of the older children and 52 per cent of the younger said that television was sometimes withheld as punishment.

Broadcast journalists

Broadcast journalists are responsible for investigating, gathering and reporting on news and current affairs issues. They are expected to present this information in a fair, balanced and accurate way through news bulletins, documentaries and other factual programmes for radio and television broadcast.

Skillset (Sector Skills Council for the Audio Visual Industries) defines broadcast journalism as “the collection, verification and analysis of events which affect people”. The work of a broadcast journalist shapes people's perceptions of the world in which they live and therefore has a far-reaching impact.

Broadcast journalists can fill a number of roles within the media including editor, reporter, presenter/news anchor, correspondent.

Although exact duties and responsibilities will vary from role to role and between radio and television, broadcast journalists will generally be involved in many of the following duties, on a daily basis:

- generating ideas for stories/features and following leads from news agencies, the police, the public, press conferences and other sources;
- pitching ideas to editors and commissioners;
- researching and collating evidence and information to support a story using relevant information sources (internet, archives, databases etc);
- writing scripts for bulletins, headlines and reports which adhere to legal and contractual guidelines;

- selecting appropriate locations, pictures and sound and exercising editorial judgment on the best angle to approach a story from;
- identifying necessary resources and deploying/managing technical crews for location shoots, including sound operators and camera crew;
- providing directorial input, advising crews on what to film or record;
- using portable digital video (DV) cameras and other equipment to shoot material and appropriate editing software to produce complete packages for broadcast;
- preparing and presenting material “on air” for both pre-recorded and live pieces;
- identifying potential interviewees, briefing them, preparing interview questions and conducting both live and recorded interviews;
- preparing timings for each news item and monitoring these during broadcast;
- deciding on the running order for bulletins and making any necessary changes during broadcast;
- developing and maintaining local contacts and assuming a public relations role.

Broadcast journalists who start in television will generally begin as newsroom assistants or researchers, before moving into a reporting role. As experience is gained, there is scope to specialise: some may choose to focus on pursuing a senior broadcast journalist role with responsibility for managing news staff and budgets; others may prefer to become a studio-based news anchor or presenter; whilst another route may be to specialise to become a correspondent. The ultimate aim for the latter may be to secure a position as a senior correspondent on network news, though these positions are highly coveted and few and far between.

Investigative journalism or documentary journalism are also possible career development options, in front of the camera. Those who wish to move behind the scenes may aspire to become programme editors/sub editors.

Radio differs slightly in that trainees are normally given greater responsibility earlier on. Depending on the size of the station, they may even find that they have sole responsibility for a newsroom from the outset. Progression would normally be to positions with larger commercial or network stations or across into television and then as above.

Citizen journalism

Citizen journalism, also known as **public** or participatory journalism or democratic journalism^[1], is the act of non-professionals "playing an active role in the process of collecting, reporting, analyzing and disseminating news and information," according to the seminal report *We Media: How Audiences are Shaping the Future of News and Information*, by Shayne Bowman and Chris Willis. They say, "The intent of this participation is to provide independent, reliable, accurate, wide-ranging and relevant information that a democracy requires. Citizen journalism should not be confused with civic journalism, which is practiced by professional journalists. Citizen journalism is a specific form of citizen media as well as user generated content.

Mark Glasser, a longtime freelance journalist who frequently writes on new media issues, gets to the heart of it:

The idea behind citizen journalism is that people without professional journalism training can use the tools of modern technology and the global distribution of the Internet to create, augment or fact-check media on their own or in collaboration with others. For example, you might write about a city council meeting on your blog or in an online forum. Or you could fact-check a newspaper article from the mainstream media and point out factual errors or bias on your blog. Or you might snap a digital photo of a newsworthy event happening in your town and post it online. Or you might videotape a similar event and post it on a site such as YouTube.

In a 2003 Online Journalism Review article, J. D. Lasica classifies media for citizen journalism into the following types: 1) Audience participation (such as user comments attached to news stories, personal blogs, photos or video footage captured from personal mobile cameras, or local news written by residents of a community), 2) Independent news and information Websites (Consumer Reports, the Drudge Report), 3) Full-fledged participatory news sites (NowPublic, OhmyNews, GroundReport), 4) Collaborative and contributory media sites (Slashdot, Kuro5hin), (Newsvine), (HumanTimes), 5) Other kinds of "thin media." (mailing lists, email newsletters), and 6) Personal broadcasting sites (video broadcast sites such as (KenRadio)).^[3] New media theorist Terry Flew states that there are 3 elements "critical to the rise of citizen journalism and citizen media": open publishing, collaborative editing and distributed content.

The idea that average citizens can engage in the act of journalism has a long history in the United States. The modern citizen journalist movement emerged after journalists themselves began to question the predictability of their coverage of such events as the 1988 U.S. presidential election. Those journalists became part of the public, or civic, journalism movement, a countermeasure against the eroding trust in the news media and widespread public disillusionment with politics and civic affairs.

Initially, discussions of public journalism focused on promoting journalism that was "for the people" by changing the way professional reporters did their work. According to Leonard Witt, however, early public journalism efforts were, "often part of 'special projects' that were expensive, time-consuming and episodic. Too often these projects dealt with an issue and moved on. Professional journalists were driving the discussion. They would say, "Let's do a story on welfare-to-work (or the environment, or traffic problems, or the economy)," and then they would recruit a cross-section of citizens and chronicle their points of view. Since not all reporters and editors bought into this form of public journalism, and some outright opposed it, reaching out to the people from the newsroom was never an easy task." By 2003, in fact, the movement seemed to be petering out, with the Pew Center for Civic Journalism closing its doors.

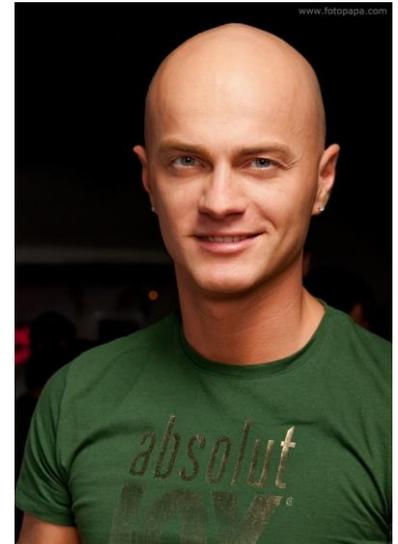
With today's technology the citizen journalist movement has found new life as the average person can capture news and distribute it globally. As Sunday Oliseh has noted, "the capacity to make meaning – to encode and decode humanly meaningful statements – and the capacity to communicate one's meaning around the world, are held by, or readily available to, at least many hundreds of millions of users around the globe."^l Professor Mary-Rose Papandrea, a constitutional law professor at Boston College, notes in her article, Citizen Journalism and the Reporter's Privilege, that in many ways, the definition of journalist has now come full circle. When the First

Amendment was adopted, “freedom of the press” referred quite literally to the freedom to publish using a printing press, rather than the freedom of organized entities engaged in the publishing business. The printers of 1775 did not exclusively publish newspapers; instead, in order to survive financially they dedicated most of their efforts printing materials for paying clients. The newspapers and pamphlets of the American Revolutionary era were predominantly partisan and became even more so through the turn of the century. They engaged in little newsgathering and instead were predominantly vehicles for opinion.

The passage of the term “journalism” into common usage in the 1830s occurred at roughly the same time that newspapers, using highspeed rotary steam presses, began mass circulation throughout the eastern United States. Using the printing press, newspapers could distribute exact copies to large numbers of readers at a low incremental cost. In addition, the rapidly increasing demand for advertising for brand-name products fueled the creation of publications subsidized in large part by advertising revenue. It was not until the late nineteenth century that the concept of the “press” morphed into a description of individuals and companies engaged in an often competitive commercial media enterprise.

Topics to discuss:

Task 1



1. Do you know who these people are, and why they are famous?

Work in pairs. A journalist is going to interview each of these people. Choose the best questions to ask each one.

- Have you always wanted to be a politician/tennis player, etc.?
- Have you achieved all your ambitions?
- What are you working on at the moment?
- What have been the best/worst moments in your career so far?
- How many films have you starred in?
- How many records have you sold, altogether?
- Describe a typical working day.
- How do you relax?
- What's the best/worst thing about your job?
- Is it difficult to find enough time for your family and friends when you're so busy?
- Is there any special relationship in your life at the moment?
- How would you like people to remember you?

2. Work in pairs. You are going to prepare a list of questions to interview a famous person. Decide who you want to interview. It could be:

- somebody who is in the news at the moment.
- a famous person from your country.
- a famous person who is visiting from abroad.
- someone you really admire.

Prepare a list of ten questions. Use questions from Exercise 1, but you must prepare at least four of your own.

Practice the interview. (If you don't know some of the answers, invent them!)

Act out your interview for the class. Do not say who the famous person is. The other students have to guess.

3. Write up your interview as a magazine article like this:

you: *So what's been the best moment in your career so far?*

the answer: *Oh, definitely when I won the US Open in 1999.*

Task 2

At a students' debating club a discussion is held on the role of television in society. Some students of the British group who are on an exchange visit to Kharkov are participating in it. The discussion is conducted by a well-known journalist. The students are asked to give some serious thought to the following problems:

- Television and children. (Whole generations are growing up addicted to television)
- Books versus screen versions. (Active pursuits such as reading give way to passive screen watching)

Cast list

- ❖ A journalist
 - ❖ A psychologist
 - ❖ A postgraduate
 - ❖ Ann
 - ❖ Mary
 - ❖ Helen
 - ❖ Robert/Caroline
 - ❖ Steve/Frankie
- } Ukrainian students
- } British students

What you must decide

Whose arguments sounded more convincing?

Role cards

Journalist

Aged 54

You are a well-known journalist. You were asked to lead the discussion. In setting the problems for discussion you are deliberately provocative and extreme, Don't forget that you started your career as a producer of feature films and thus you argue in favour of cinematography. At the end of the discussion you mention your intention to write an article on youth and television and you thank the participants for their valuable contribution.

Psychologist

Aged 40

You are a psychologist specialising in children's psychology. You are concerned with the impact of television on children. You state that those addicted to television have poorly developed speech habits, they become lazy, they read little, do not communicate with each other and their parents, in short, they become passive observers. You believe it's the parents' duty to regulate children's viewing time and choose suitable programmes.

Postgraduate

Aged 30

You are a postgraduate in audio-visual techniques in teaching. You specialise in educational television. You are of the opinion that it creates enormous possibilities for education. Close-circuit TV, language teaching, specialized subjects may serve as good examples. You can't argue that television ousts/displaces reading. But you do not object to a good screen versions of a classic as a supplement to the original.

Ann

Aged 21

You are a forth-year student participating in a TV language teaching programme, so you are a real devotee of television. You speak of the popularity of television and think that it will definitely destroy/oust the film industry since it brings entertainment and even education right into your home.

Mary

Aged 22

You are a fifth-year student. You praise television as the shortest and easiest way to gain knowledge. Screen versions of classics have helped you more than once before literature examinations. Video cassette TV is becoming a popular way of viewing and you think that the future is with it.

Helen**Aged 23**

You are a fifth-year student, recently married. Both your husband and you believe that television prevents everybody from going out into the world itself. No second-hand experience for you, only real books, theatres and films. You are convinced that television deprives you of the enjoyment of entertainment and that it is no substitute for civilized pleasures or for active hobbies and sports.

Robert/Caroline**Aged 21**

You are one of the British group on an exchange visit to Kharkov. During your stay you are to do a project on the educational value of television. You say a few words about the Open University, as a form of adult education on television. There are a number of problems under discussion. What particularly concerns you is that people, children especially, are reading far less. They now prefer screenplays and TV serials to books.

Steve/Frankie**Aged 23**

You are one of the British group on an exchange visit to Kharkov. During your stay in the country you are to do a project on television in Ukraine. You are present at a discussion on the role of television in society. Your special interest is the impact of television on children as you are afraid that very often children grow up addicted to the telly and are exposed to rubbishy commercials, violence, etc. You'd like to know the content of TV programmes.

Television**Topical vocabulary**

1. **Television:** telly (coll.); the box (BE); the tube (AE); portable television (set); colour television (set); video; video tape recorder (VT/VTR); cable television; satellite television; network; viewer; viewing; theme tunes; TV addict; compulsive viewing.

2. **Operating TV set:** to switch on/off, turn on/off; to turn the sound up/down; to switch (over)/change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set

3. **Personnel/People** in television: to be in television; announcer; newsreader/newscaster; anchorman/woman (AE); presenter; TV reporter/correspondent; commentator; inter-viewer; speaker; quiz master; camera man/operator; editor; producer; technician; soundman; a film crew; a programme crew.

4. **Programmes: programme:** show; daily; weekly; monthly; the news; current affairs programme; special report; factual reportage; live footage (AE) talk (chat) show, discussion, panel discussion; interview; documentary; magazine programme; children's programme; cartoon; educational programme; wild/nature life programme;

sports programme; the weather report/forecast; variety show; musical variety; game show; quiz programme; feature film, movie (*AE*); television play/film; television version of a play (adapted for television); thriller; Western; serial (a play broadcast in parts, e.g. a three-part serial); installment (a part of a serial), sitcom (situational comedy); soap opera; commercial; video clip; a regular character of the programme; a regular feature of the programme.

5. Television techniques: to broadcast; to telecast (*AE*) a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape/videotape; recorded /taped/videotaped programme; to do a television show; sound track; sound effects; test card; picture; general view; close-up; caption?; still; library film /pictures (=archives material); location (=geographical position of an event); microphone, mike, neck mike; monitor; screen time.