

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
ODESSA NATIONAL A.S.POPOV ACADEMY OF TELECOMMUNICATIONS

ZAVALEVSKAYA E.V.
VERETENNIKOVA V.P.

PUBLIC RELATIONS

A COURSE of ENGLISH

ODESSA 2015

Recommended as a textbook by the Academic Council of ONAT named after A. S. Popov. (Protocol No4 from 26.11.2015)

Edited by: Professor A. A. Silenko, Doctor in Political Sciences, Odessa National A. S. Popov Academy of Telecommunications.

Reviewed by:

associate professor G.V. Syvokon, Ph. D. in Philology, the department of Foreign Languages, Odessa State Academy of Civil Engineering and Architecture;

associate professor I.A. Zhaboryuk, Ph. D. in Philology, the department of Foreign Languages, South Ukrainian National Pedagogical University named after K.D. Ushynsky.

Zavalevskaya E.V. Public Relations. A Course of English: textbook/
E.V. Zavalevskaya, V.P. Veretennikova. – Odessa: ONAT named after A.S. Popov, 2015. – 248 p.

ISBN 978-966-7598-64-8

The textbook «*Public Relations. A Course of English*» is made up in accordance with the course of English for Humanities of High School, contains original texts borrowed from English and American popular scientific and socio-political publications and is accompanied by lexical and grammatical commentary and lots of exercises. It is aimed to provide training for Use of English and Speaking, to consolidate and extend students' language skills through grammar and vocabulary sections as well as to keep students motivated with contemporary and professional topics. The textbook also includes expressions and vocabulary exercises for the development of the common English proficiency.

The main purpose of the textbook is to train students for literature reading and topics discussion related to many challenges of modern society and the skills development of oral and written language.

The textbook «*Public Relations. A Course of English*» is intended for students specializing in the field of PR and advertising, as well as for graduate students and researchers preparing for passing their examination in English to obtain the Ph.D. degree and researchers who want to master their own skills in reading and translation of scientific literature.

*Approved by the Language Training Department
and recommended for publication
Protocol No. 3 from 30.10.2015.*

UDC 811. 111(075):316.776:659.4

ISBN 978-966-7598-64-8

© E.V. Zavalevskaya, V.P. Veretennikova, 2015

CONTENTS

Unit I	Public Relations	
Text 1	Public Relations	5
Text 2	History of Public Relations	8
Text 3	Edward Louis James Bernays	11
Text 4	Types of Public Relations	15
Unit II	Mass Media	
Text 1	Posters	19
Text 2	Mass Media	21
Text 3	Mass Media Effects	24
Unit III	Media Management	
Text 1	Political Public Relations and The Media: Interdependence or Dependency?	29
Text 2	Four Models of Public Relations	32
Text 3	Resource Dependency Theory	37
Text 4	Media Management	40
Unit IV	Advertising	
Text 1	Advertising	46
Text 2	Public Service Advertising	49
Text 3	Advertisements and Public Relations	54
Text 4	Lobby	57
Unit V	Reputation	
Text 1	Reputation	62
Text 2	Reputation Management	66
Text 3	Causes and Consequences of Reputation	70
Text 4	Image vs. Reputation	73
Unit VI	Gossip	
Text 1	Gossip	78
Text 2	Workplace Gossip.....	81
Text 3	The Danger of Workplace Gossip	85
Unit VII	Scandal & Crisis	
Text 1	Public Scandal	90
Text 2	Watergate Scandal	94
Text 3	Framing	97
Text 4	Crisis	101
Text 5	Personal Crisis	105

Unit VIII	Impression Management & Motivation	
Text 1	Erving Goffman: Impression Management	110
Text 2	The Interactionist Theory of Motivation	113
Text 3	Interactionist Theories	117
Text 4	Social Construction of Meaning	122
Text 5	Leadership.....	127
Unit IX	Persuasion, Propaganda & Public Opinion	
Text 1	Propaganda	133
Text 2	Persuasion	138
Text 3	Social Judgment Theory	143
Text 4	Public Opinion	148
Unit X	Formation of the Self	
Text 1	Definition of the Situation	153
Text 2	The Self	156
Text 3	Cultural Differences in the Self	161
Text 4	True Self and False Self	164
Text 5	Charles Horton Cooley: The Looking-Glass Self	168
Unit XI	Corporate Identity & Strategy	
Text 1	Corporate Identity	173
Text 2	Corporate Strategy and Culture	177
Text 3	Corporate Personality	181
Text 4	Public Relations in Strategy Making	185
Unit XII	Public relations and communications	
Text 1	What is Communication?	911
Text 2	Presentational and Representational Media	195
Text 3	Internal Communication Matters.....	198
Unit XIII	Information gathering, interpretation and risk management	
Text 1	Information Gathering	202
Text 2	Knowledge of Publics	206
Text 3	Information Interpretation	210
Text 4	Risk Management	213
Unit XIV	Training & Professionalism	
Text 1	Training and Professional Development	218
Text 2	Professionalism in Public Relations	221
SUPPLEMENTARY READING		226
GRAMMAR REFERENCES		237
APPENDIX I: IRREGULAR VERBS		244
LITERATURE		247
ELECTRONIC RESOURCES		247

UNIT I

TEXT 1 PUBLIC RELATIONS

I. Read and translate the text.

Public relations (PR) is the practice of managing the spread of information between an individual or an organization (such as a business, government agency, or a nonprofit organization) and the public. Public relations may include an organization or individual gaining exposure to their audiences using topics of public interest and news items that do not require direct payment. This differentiates it from advertising as a form of marketing communications. The aim of public relations is to inform the public, prospective customers, investors, partners, employees, and other stakeholders and ultimately persuade them to maintain a certain view about the organization, its leadership, products, or of political decisions. Public relations professionals typically work for PR firms, businesses and companies, government, government agencies, and public officials as PIOs, and nongovernmental organizations and nonprofit organizations.

Public relations specialists establish and maintain relationships with an organization's target audience, the media, and other opinion leaders. Common activities include designing communications campaigns, writing news releases and other content for news and feature articles, working with the press, arranging interviews for company spokespeople, writing speeches for company leaders, acting as an organization's spokesperson by speaking in public and public officials, preparing clients for press conferences, media interviews, and speeches, writing website and social media content, and facilitating internal/employee communication. Success in the field of public relations requires a deep understanding of the interests and concerns of each the client's many publics. The public relations professional must know how to effectively address those concerns using the most powerful tool of the public relations trade, which is publicity.

The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Those who manipulate this unseen mechanism of society constitute an invisible government which is the true ruling power of the country. We are governed, our minds are moulded, our tastes formed, our ideas suggested, largely by men we have never heard of. This is a logical result of the way in which our democratic society is organized. Vast numbers of human beings must cooperate in this manner if they are to live together as a smoothly functioning society. In almost every act of our daily lives, whether in the sphere of politics or business, in our social conduct or our ethical thinking, we are dominated by the relatively small number of persons who understand the mental processes and social patterns of the masses. It is they who pull the wires which control the public mind.

NOTE

PIO: (Public Information Officer) – чиновник по связям с прессой; представитель по связям с прессой.

II. *Read and memorize the following words:*

advertising – рекламирование

conduct – поведение

conscious – сознательный

differentiate v. – различать, дифференцировать

employee – служащий

exposure – подвергание; выставление

include v. – содержать в себе; включать

mould v. – формировать, создавать

a nonprofit organization – некоммерческая организация

prospective – будущий; ожидаемый

public mind – общественное мнение

public relations – общественная информация; связи с общественностью

spokespeople – ораторы

spread – распространение

suggest v. – наводить на мысль, предлагать

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

relations, spokespeople, persuade, audience, media, employee, powerful, society, differentiate.

II. *Translate and memorize the following words and word combinations.*

To maintain a certain view, publicity, managing the spread of information, opinion leaders, a nonprofit organization, an organization's spokesperson, the most powerful tool, an individual gaining exposure to their audiences, the aim of public relations, to differentiate from advertising, to persuade somebody, leadership, political decisions, to establish and maintain relationships with, designing communications campaigns, arranging interviews and writing speeches, employee communication, to require a deep understanding, to use topics of public interest, a stakeholder, to control the public mind, habits and opinions, to constitute an invisible government, to mould one's minds.

III. *Answer the following questions using the words and word combinations from Exercise II:*

1. Is public relations the practice of managing the spread of information between an individual or an organization and the public? 2. Do you think public relations is difficult to define? 3. Which of the existing definitions seems most useful to you? 4. What may public relations include? 5. What is the aim of public relations? 6. Who do public relations professionals typically work for? 7. Do public relations specialists

establish and maintain relationships with an organization's target audience, the media, and other opinion leaders? 8. What do common activities include? 9. What must the public relations professional know? 10. What is the most powerful tool of the public relations trade? 11. Is the conscious and intelligent manipulation of the organized habits and opinions of the masses an important element in democratic society? Give your reasons. 12. Who are we largely governed and our minds moulded by? 13. Why must vast numbers of human beings cooperate? 14. Which persons are we usually dominated by? 15. Do they control the public mind?

VOCABULARY AND GRAMMAR EXERCISES

I. Fill in prepositions:

Public Information Officers (PIOs) are the communications coordinators or spokespersons certain governmental organizations (i.e. city, county, school, district, state, government and police/fire departments). They differ public relations departments of private organizations in that marketing plays a more limited role. The primary responsibility of a PIO is to provide information to the media and public as required law and according to the standards of their profession. Many PIOs are former journalists, bringing unique and relevant experience to the position. During crises and emergencies, PIOs are often identified by wearing helmets or vests with the letters "PIO" them.

..... the oldest and largest public information professional organizations is *The California Association of Public Information Officials* or *CAPIO*.

Keys: *by, among, of, on, from.*

II. Complete the following sentences using the words from the box:

<i>relationships</i>	<i>principal</i>	<i>public</i>	<i>between</i>	<i>approach</i>	<i>in order to</i>
----------------------	------------------	---------------	----------------	-----------------	--------------------

1. The first definition of relations was established by Ivy Lee and Edward Louis Bernays in the early 1900s. 2. According to Edward Bernays, the public relations counsel is the agent working with both modern media of communications and group formations of society provide ideas to the public's consciousness. 3. Public relations is a strategic communication process that builds mutually beneficial between organizations and their publics. 4. Public relations can also be defined as the practice of managing communication an organization and its publics. 5. An to understanding public relations is to describe what people do. 6. Public relations uses research and ethical communication techniques as its tools.

III. Write down all possible questions to the following sentence.

Public relations defines and emphasises the responsibility of management to serve the public interest.

SPEAKING:

I. *Comment upon the following statement. Share opinions.*

Public relations is a distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and co-operation between an organisation and its publics; and helps management to keep informed on and responsive to public opinion.

II. *Explain when people are in a bad temper.*

III. *Discuss the following questions:*

1. It isn't always easy for us to keep our tempers when things go wrong. What do you say to let off steam?

2. What are the essential factors that help to mould a person's character: environment, educational possibilities or cultural standards?

TEXT 2 HISTORY OF PUBLIC RELATIONS

I. *Read and translate the text.*

Most textbooks consider the establishment of the Publicity Bureau in 1900 to be the founding of the public relations profession. However academics have found early forms of public influence and communications management in ancient civilizations, during the settling of the New World and during the movement to abolish slavery in England. Basil Clark is considered the founder of public relations in the United Kingdom for his establishment of Editorial Services in 1924, though academic Noel Turnball believes PR was founded in Britain first by evangelicals and Victorian reformers.

Propaganda was used by the United States, the United Kingdom, Germany and others to rally for domestic support and demonize enemies during the World Wars, which led to more sophisticated commercial publicity efforts as public relations talent entered the private sector. Most historians believe public relations became established first in the US by Edward Bernays, then spread internationally. Many American companies with PR departments spread the practice to Europe when they created European subsidiaries.

The second half of the 1900s is considered the professional development building era of public relations. Trade associations, PR news magazines, international PR agencies, and academic principles for the profession were established. According to historian Eric Goldman, by the 1940s public relations was being taught at universities and was a professional occupation relied on in a similar way as a lawyers and doctors. However, it failed to obtain complete recognition as a profession. During the 1990s specialities for communicating to certain audiences and within certain market segments emerged, such as investor relations or technology PR.

In the early 2000s, press release services began offering social media press releases. The *Cluetrain Manifesto*, which predicted the impact of social media in 1999, was controversial in its time, but by 2006, the effect of social media and new internet technologies became broadly accepted. The Manifesto established 95 theses about the way social media and internet technologies were going to change business.

It concluded that markets had become "smarter and faster than most companies," because stakeholders were getting information from each other.

The number of media outlets increased and PR talent from wartime propaganda entered the private sector. The practice of public relations became ubiquitous to reach political, activist and corporate objectives. The development of the press into a more real-time media also led to heightened scrutiny of public relations activities and those they represent. For example, Richard Nixon was criticized for "doubletalk" and "stonewalling" in his PR office's responses to the Watergate scandal.

New internet technology and social media websites effected PR strategies and tactics. Incorporating digital and social features became a norm among wire services, and companies started routinely making company announcements on their corporate blog.

(From Wikipedia, the free encyclopedia)

Commentary

The Cluetrain Manifesto (Манифест Пути): In April 1999, four managers from IBM, Sun Microsystems, National Public Radio and Linux Journal created "The Cluetrain Manifesto." The Manifesto "created a storm" with strong detractors and supporters.

The work asserts that the Internet is unlike conventional media used in mass marketing as it enables "human to human" conversations, which are claimed to transform traditional business practices. Technologies listed in the printed publication as conduits of such conversations include email, news groups, mailing lists, chat, and web pages.

II. *Read and memorize the following words:*

according to – согласно

ancient – древний

consider v. – рассматривать

controversial – спорный

influence – влияние, воздействие

lead v. (led) – приводить

objective – задача, цель

occupation – занятие, профессия

reach v. – достигать

recognition – признание

response – отклик, реакция

subsidiary – филиал

though – хотя; несмотря на

ubiquitous – вездесущий

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

establishment, ancient, though, features, historian, ubiquitous, accepted, announcement.

II. *Find in Text 2 English equivalents for the following words and phrases and write them out:*

начальные формы влияния на общественность; услуги пресс-релиз; отделы по связям с общественностью; спорный; древние цивилизации; движение за отмену рабства; привело к преувеличенно внимательному исследованию; сплотиться для поддержки внутри страны; основатель связей с общественностью; получить полное признание; коммерческий интерес со стороны общественности; демонизировать врагов; европейские филиалы; сделали вывод; пресс-релизы СМИ; стала повсеместной; влияние общественных медиа; заинтересованные стороны получали информацию; средства массовой информации; объявления компании в своём корпоративном блоге.

III. *Answer the following questions using the words and phrases from Exercise II:*

1. When was the Publicity Bureau established? 2. How is it considered in most textbooks? 3. Have academics found early forms of public influence and communications management in ancient civilizations? 4. Who is considered the founder of public relations in the United Kingdom? 5. What countries was propaganda used by to rally for domestic support and demonize enemies during the World Wars? 6. Who was Edward Bernays in common repute? 7. Why is the second half of the 1900s considered the professional development building era of public relations? 8. When did press release services begin offering social media press releases? 9. What did the *Cluetrain Manifesto* predict? 10. When did the effect of social media and new internet technologies become broadly accepted? 11. How many theses did *The Manifesto* consist of? 12. Why did it conclude that markets had become "smarter and faster than most companies"? 13. What did the development of the press into a more real-time media lead to? 14. What was Richard Nixon criticized for? 15. What effected PR strategies and tactics?

IV. *Complete the following sentences:*

1. Academic Noel Turnbull believes PR was founded in Britain first by... .
2. Many American companies with PR departments spread the practice to Europe when they created
3. According to historian Eric Goldman, by the 1940s public relations was being taught
4. *The Cluetrain Manifesto* was
5. By 2006, the effect of social media and new internet technologies became
6. The practice of public relations became ubiquitous to reach
7. Companies started routinely making company announcements

V. *Retell the text.*

VOCABULARY EXERCISES

I. *Complete and translate:*

Word-building: to improve v. + ment = improvement n.

to develop, to announce, to measure, to depart, to manage, to establish, to pay, to govern, to invest, require, to arrange.

II. Find in the text and copy out phrases in which prepositions **during** and **within** are used. Translate them.

III. Explain in English the meaning of:

social media, complete recognition, controversial, internet technology.

IV. Choose the right word:

1. Public relations is (a system/a set) of complex variety of business communication, belief, art, the necessary contacts in order to increase the effectiveness of many areas of business. 2. A valuable skill for all professionals is the ability to organize and (lead/conduct) negotiations, various briefings, press conferences, presentations, business practices so as to create a positive relationship with the public. 3. The main factors of the successful impact of public relations (on/at) the firm level are psychological factors. 4. The (human/people) factor involves the orientation of a man, his creative abilities, interest in the results their own labour as close to the key problems of management of the company. 5. Ancient Greek philosophers such as Plato and Aristotle (made/created) early theories in rhetoric and persuasion. 6. By the 1940s public relations (was/is) a professional occupation relied on in a similar way as lawyers and doctors. 7. Franklin pioneered the rules for "personal relations" in an era before mass (means/media) had made possible a profession called "public relations."

V. Read the text carefully, then fill the blank spaces:

Public relations a profession in 1903 as Ivy Lee undertook to advise John D. Rockefeller on to conduct his public relations. Rockefeller owned coal and the Pennsylvania Railroad. Miners were and the railroad hushed up the facts when its trains were involved accidents.

Lee advised Rockefeller to visit the mines and talk to the miners. Rockefeller spent time listening to the of the miners, improved their conditions, danced with wives, and became a hero to the miners.

(**Missing words:** on strike, their, became, coal, mines, complaints, how, with)

SPEAKING:

Arrange a short debate on the following question:

How does public relations' history help explain the reputation of the industry today?

TEXT 3

EDWARD LOUIS JAMES BERNAYS

I. Read and translate the text.

Edward Louis James Bernays (November 22, 1891 – March 9, 1995) was an Austrian-American pioneer in the field of public relations and propaganda, referred to in his obituary as "the father of public relations". He combined the ideas of Gustave Le Bon and Wilfred Trotter on crowd psychology with the psychoanalytical ideas of his uncle, Sigmund Freud.

He felt this manipulation was necessary in society, which he regarded as irrational and dangerous as a result of the "herd instinct" that Trotter had described.

Adam Curtis's award-winning 2002 documentary for the BBC, *The Century of the Self*, pinpoints Bernays as the originator of modern public relations, and Bernays was named one of the 100 most influential Americans of the 20th century by *Life* magazine.

Bernays refined and popularized the use of the press release, following its invention by PR man Ivy Lee, who had issued a press release after the 1906 Atlantic City train wreck. One of the most famous campaigns of Bernays was the women's cigarette smoking campaign in 1920s. Bernays helped the smoking industry overcome one of the biggest social taboos of the time: women smoking in public. Women were only allowed to smoke in designated areas, or not at all. Women caught violating this rule were arrested.

Bernays staged the 1929 Easter parade in New York City, showing models holding lit Lucky Strike cigarettes, or "Torches of Freedom". After the historic public event, women started lighting up more than ever before. It was through Bernays that women's smoking habits started to become socially acceptable. Bernays created this event as news, which it was not. Bernays convinced industries that the news, not advertising, was the best medium to carry their message to an unsuspecting public. One of Bernays's favorite techniques for manipulating public opinion was the indirect use of "third party authorities" to plead his clients' causes. "If you can influence the leaders, either with or without their conscious cooperation, you automatically influence the group which they sway," he said. In order to promote sales of bacon, for example, he conducted a survey of physicians and reported their recommendation that people eat heavy breakfasts. He sent the results of the survey to 5,000 physicians, along with publicity touting bacon and eggs as an ideal heavy breakfast and superior for health to the traditional breakfast of tea (or coffee) and toast.

Bernays also drew upon his uncle Sigmund's psychoanalytic ideas for the benefit of commerce in order to promote, by indirection, commodities as diverse cigarettes, soap and books. In addition to the theories of his uncle, Bernays used those of Ivan Pavlov.

(wikipedia.org/wiki/Edward_Bernays)

NOTES

Edward Louis James Bernays [ˌedwəd ˌluːɪ dʒeɪmz bər.neɪz] (November 22, 1891 – March 9, 1995) was an Austrian-American pioneer in the field of public relations and propaganda.

Sigmund Freud [ˈsɪgmənd ˌfrɔɪd] (6 May 1856 – 23 September 1939) was an Austrian neurologist, now known as the father of psychoanalysis.

Gustave Le Bon [lə bɔ̃] was a French social psychologist, sociologist, anthropologist, inventor, and amateur physicist.

II. *Read and memorize the following words:*

conduct v. – проводить

convince v. – убеждать

crowd – толпа

designated – предназначенный

draw upon v. – привлекать

famous – знаменитый, известный

herd – стадо

in order to – для того, чтобы

physician – врач, доктор

pinpoint v. – точно определять

plead v. – защищать (в суде)

press release – сообщение для печати; пресс-коммюнике

refer v. – ссылаться, приписывать

survey – обозрение, обследование

sway v. – иметь влияние на, склонять кого-л. к чему-л.

technique – метод, способ

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

issue, crowd, Austrian, influential, techniques, taboos, advertising, survey, psychoanalytic.

II. *Translate and memorize the following words and word combinations:*

the indirect use, crowd psychology, herd instinct, to pinpoint, in designated areas, in his obituary, was named, an unsuspecting public, to refine and popularize the use, to overcome one of the biggest social taboos, holding lit cigarettes, award-winning 2002 documentary, famous, favorite techniques, violating this rule, for manipulating public opinion, physicians, through Bernays, cigarette smoking campaign, to conduct a survey, to be a pioneer in the field of, to regard as irrational and dangerous, women's smoking habits, in order to promote.

III. *Answer the following questions using the words and word combinations from Exercise II:*

1. When was Edward Louis James Bernays born? 2. What field was he a pioneer in? 3. Whose ideas did Edward Louis James Bernays combine? 4. Whose nephew was he? 5. Why did he regard this manipulation as irrational and dangerous? 6. How was Bernays named by *Life* magazine? 7. Who had issued a press release after the 1906 Atlantic City train wreck? 8. What campaign was one of the most famous campaigns of Bernays? 9. Where were women allowed to smoke? 10. What did the 1929 Easter parade in New York City staged by Bernays show? 11. What did it

result in? 12. What did Bernays convince industries in? 13. What technique was one of Bernays's favorite techniques for manipulating public opinion? 14. What did he do in order to promote sales of bacon? 15. Whose theory did Bernays use in addition to the theories of his uncle?

IV. *Find in the text synonyms of the following words:*

well-known, to unite, to perfect the use, prohibition, an investigator, various.

V. *Retell the above text.*

VOCABULARY EXERCISES

I. *Complete the following sentences using the words from the box:*

<i>relations</i>	<i>flash</i>	<i>of</i>	<i>concept</i>	<i>discover</i>	<i>so-called</i>
------------------	--------------	-----------	----------------	-----------------	------------------

1. Le Bon was not the first sociologist to diagnose his society and a new phenomenon "The Crowd". 2. Anonymity provides to rational individuals a feeling of invincibility and the loss personal responsibility. 3. Public involves the management of problems or issues. 4. Le Bon created his of 'The Crowd.' 5. Edward Bernays, the "Father of Public Relations", believed that public manipulation was not only moral, but a necessity. 6. The concept of a mob is relatively new when compared to traditional forms of crowd manipulation.

II. *Translate the following sentences into English:*

1. Эдвард Бернейс (1891-1995) – племянник Зигмунда Фрейда и первооткрыватель научной техники формирования и управления общественным мнением. 2. Бернейс работал в области управления массами в политических или корпоративных целях. 3. Сознательное и умелое манипулирование привычками и вкусами масс является важной составляющей демократического общества. 4. Существуют инструменты, с помощью которых создается и направляется общественное мнение. 5. Сегодня идея может быть мгновенно передана на любое расстояние любому числу людей. 6. Люди в толпе обычно не знакомы друг с другом. 7. Бернейс использовал идеи своего дяди Зигмунда Фрейда при создании современной науки массового убеждения. 8. Массовое убеждение основано на манипуляции подсознательными чувствами и импульсами.

III. *Study the following information. What is your opinion on the topic?*

Crowd manipulation is the intentional use of techniques based on the principles of crowd psychology to engage, control, or influence the desires of a crowd in order to direct its behavior toward a specific action. This practice is common to politics and business and can facilitate the approval or disapproval or indifference to a person, policy, or product. The ethicality of crowd manipulation is commonly questioned.

Crowd manipulation differs from propaganda although they may reinforce one another to produce a desired result. If propaganda is "the consistent, enduring effort

to create or shape events to influence the relations of the public to an enterprise, idea or group", crowd manipulation is the relatively brief call to action once the seeds of propaganda (i.e. more specifically "pre-propaganda") are sown and the public is organized into a crowd. The propagandist appeals to the masses, even if compartmentalized, whereas the crowd manipulator appeals to a segment of the masses assembled into a crowd in real time. In situations such as a national emergency, however, a crowd manipulator may leverage mass media to address the masses in real time as if speaking to a crowd.

Crowd manipulation also differs from crowd control, which serves a security function. Local authorities use crowd-control methods to contain and defuse crowds and to prevent and respond to unruly and unlawful acts such as rioting and looting.

SPEAKING:

I. *Express your opinion on the following point of view:*

"An individual in a crowd is a grain of sand amid other grains of sand, which the wind stirs up at will". (Gustave Le Bon)

TEXT 4

TYPES OF PUBLIC RELATIONS

I. *Read and translate the text.*

The aim of public relations by a company often is to persuade the public, investors, partners, employees, and other stakeholders to maintain a certain point of view concerning it, its leadership, products, or political decisions. Common activities include speaking at conferences, winning industry awards, working with the press, and employee communication.

Media relations involves working with various media for the purpose of informing the public of an organization's mission, policies, and practices in a positive, consistent, and credible manner. Typically, this means coordinating directly with the people responsible for producing the news and features in the mass media. The goal of media relations is to maximize positive coverage in the mass media without paying for it directly through advertising .

Many people use the terms *public relations* and *media relations* interchangeably; however, doing so is incorrect. "Media relations" refers to the relationship that a company or organization develops with journalists, while "public relations" is the practice of extending that relationship beyond the media to the general public.

Customer relationship management (CRM) is a widely implemented model for managing a company's interactions with customers, clients, and sales prospects. It involves using technology to organize, automate, and synchronize business processes – principally sales activities, but also those for marketing, customer service, and technical support. The overall goals are to find, attract, and win new clients, nurture and retain those the company already has, entice former clients to return, and reduce the

costs of marketing and client service. Customer relationship management describes a company-wide business strategy including customer-interface departments as well as other departments. Measuring and valuing customer relationships is critical to implementing this strategy.

Employee relationship management systems (ERM) may be defined as the information systems that support the relationship between a company and its employees. The components of an employee relationship management system are multiple, and, as in customer relationship management, achieve the goal of assisting employees in the whole life cycle of their activities in and for the company.

In the past few years, employee relationship management has focused on the set up of a do-it-yourself knowledge exploration; the target is to avoid the risk that employees refuse any IT solution in which combining information from multiple spread sheets and databases is tedious and manual. The key idea is that a good nurture of the relationship with employees has a great value for the company and is a driver of performance improvement both in individuals and in teams.

Employee relationship management systems are one of the SW tools that a company needs for the development of the Human Capital Management toward an Employee approach where the main objective is to achieve a working environment that stimulates involvement among employees and managers.

(<https://www.boundless.com/business>)

Commentary

SW-Tools is a small collection of needful utilities to make recurring tasks like typing the same text again and again, organizing events and notes or executing programs automatically much more easier. The Hotkey manager enables you to assign often used texts or programs to the keyboard or the mouse and insert them in any application window or respectively execute a program simply by pressing the appropriate key or selecting the appropriate menu entry with the mouse. This makes it very easy for example to insert constantly recurring text segments like an address into the word processing program or a default covering letter into the email program.

II. Read and memorize the following words:

attract v. – привлекать

avoid v. – избегать, уклоняться

beyond – вне, сверх

credible – заслуживающий доверия

decision – решение

goal – цель, задача

interaction – взаимодействие

interchangeably – взаимозаменяемым образом; чередующимся образом

leadership – лидерство, руководящая роль

maintain v. – поддерживать, обслуживать

multiple – многочисленный

overall – общий

refer to v. – относиться к чему-л., иметь отношение

relationship – отношение, связь
 responsible – ответственный
 stakeholder – посредник
 tedious – скучный, утомительный

* * *

Customer relationship management - Управление взаимоотношениями с клиентами

Employee relationship management - Управления взаимоотношениями с сотрудниками

Human Capital Management - Управление Человеческим Капиталом

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

tedious, award, refer, interchangeably, feature, nurture, management, without, journalists, cycle.

II. *Find in the above text English equivalents for the following phrases and write them out:*

убедить общественность; достигать цели; в процессе всей жизни; управление взаимоотношениями между сотрудниками; движущий стимул для повышения эффективности работы; взрастить и сохранить; отделы клиент-интерфейс; это означает; поддерживать отношения; чтобы избежать риска; связи со СМИ; получение (выигрыш) отраслевых наград; хорошее развитие отношений; не платя за это; широко внедрённая модель; отказаться от любых ИТ-решений; отношения за рамками СМИ; ответственные за подготовку новостей; определённая точка зрения.

III. *Answer the following questions using the phrases from Exercise II:*

1. What is the aim of public relations by a company? 2. What do common activities include? 3. How do many people use the terms *public relations* and *media relations*? 4. Why is the use of the terms *public relations* and *media relations* incorrect? 5. What model is a widely implemented one? 6. What are its overall goals? 7. How can you define employee relationship management systems? 8. What has employee relationship management focused on in the past few years? 9. Characterize its key idea.

IV. *Retell the text using as many of the phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete and translate:*

Word-building: to improve v. + ing = improving

to maximize, to mean, to avoid, to speak, to define, to print, to distribute, to smoke, to attract.

II. *Find in the above text and copy out phrases containing **ing** - forms, translate them.*

III. *Complete the following sentences using the words from the box:*

among various there public designed arouse image to convey

1. Public relations is the art and science of managing communication between an organization and its key publics to build, manage and sustain its positive
2. Corporations use marketing public relations information about the products they manufacture or services they provide to potential customers to support their direct sales efforts. 3. Politicians use relations to attract votes and raise money. 4. Public relations experts develop and design interesting and creative stories about their organization and products and pitch it to various media people. 5. Public relations activities are specially to create a strong brand image. 6. Organizations also hire celebrities or other people popular the masses to promote and publicize their organization. 7. Special events are often performed to catch the media attention and public interest. 8. are various tools available which help a marketer maintain good public relations.

IV. *Write down all possible questions to the following sentence.*

There are two roles commonly assumed by public relations practitioners: technician or problem solver.

SPEAKING:

I. *Explain and expand on the following:*

Products and services are often launched by marketers with a media tour. The company spokesperson or someone hired by the company, an expert or even a celebrity whoever has credibility with the consumers can be employed for the purpose. This spokesperson travels to target cities and spreads the word about a product or service. He is usually booked for T.V, radio shows or newspaper, internet interviews in these cities. Media tours are very successfully employed for book releases. The author travels around the country to promote his book. He may include in his tour events like book reading and autograph signing.

II. *Arrange short debates on the following questions:*

1. What role do personalities play in the creation and reception of communication?
2. How do you usually learn about new products and services?
3. Have you ever bought anything just because you saw an advert for it? Were you pleased with it or not?

UNIT II

TEXT 1
POSTERSI. *Read and translate the text.*

A poster is a printed sign, usually a large one, which is shown in a public place. Its purpose may be to announce an event or to advertise something. There are travel posters, posters for art exhibitions and political posters.

Posters developed from printed notices which were stuck on walls. As printing methods developed, it became possible to produce colour prints. This was the beginning of the poster as we know it today. Posters became more colourful and pictures were used to express the idea. The text grew less important.

The first modern colour prints began to be produced around the year 1850. In the second half of the 19th century poster art became a powerful medium. It was used to advertise the amusements of the day and the new products that poured from the factories. Posters reflected the social changes of the industrial age.

Humorous posters have always been very popular. The unusual and astonishing things catch the attention of the passer-by. Advertising experts say that if people do not take in a poster in two seconds, it is not a good one.

Posters are often used as means of propaganda. They can be a vivid commentary on different events in the history of the country. Some of the most effective political posters have been designed to protest against the atomic bomb. One of them had a single word: No! and a great mushroom cloud of skulls.

(From the magazine "Say it in English")

II. *Read and memorize the following words:*

advertise v. – рекламировать

be stuck v. on – приклеить на что-л.

means – средство

passer-by – прохожий

poster – афиша, объявление, плакат; по́стер

pour from v. – поступать в большом количестве из

print v. – печатать

purpose – цель

sign – символ; вывеска

skull – череп

vivid – яркий, живой

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

grew, bomb, propaganda, sign, advertise, social.

II. *Find in the text English equivalents for the following words and phrases and write them out:*

выразить идею; мощное средство; рекламировать известные развлечения; привлечь внимание; разные события; менее важный; яркий комментарий; в общественном месте; отражать изменения в обществе; облако; протестовать против атомной бомбы; печатные объявления; средство пропаганды; выставки искусства; в то время как печатные методы совершенствовались; понять сущность чего-либо за две секунды.

III. *Answer the following questions using the words and phrases from Exercise II:*

1. What is a poster? 2. What is its purpose? 3. What kinds of posters are there? 4. When did it become possible to produce colour prints? 5. Why were pictures used to express the idea? 6. What role did posters play in different periods of the society's development? 7. Did posters reflect the social changes of the industrial age? 8. Which posters have always been very popular? 9. What poster is considered to be not a good one? 10. Why are posters often used as means of propaganda?

IV. *Retell the above text using as many of the words and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete and translate:*

Word-building: to produce <i>v.</i> + (t)ion = production <i>n.</i>
--

to exhibit, to protect, to quest, to express, to communicate, to instruct, to relate, to differentiate, to invent, to locate, to discuss.

II. *Find in the text and copy out sentences in which prepositions **from** and **for** are used. Translate them.*

III. *Complete the following sentences using the words from the box:*

<i>invented</i>	<i>be</i>	<i>research</i>	<i>recently</i>	<i>printing</i>	<i>during</i>
-----------------	-----------	-----------------	-----------------	-----------------	---------------

1. Posters are used in academia to promote and explain work. 2. The great revolution in posters was the development of techniques that allowed for cheap mass production and printing. 3. The technique lithography was in 1796 by the German Alois Senefelder. 4. Posters are typically shown conferences, either as a complement to a talk or scientific paper, or as a publication. 5. They can a good introduction to a new piece of research before the paper is published. 6. This poster has been frequently criticized

IV. *Ask all types of questions to the following sentence:*
Posters reflected the social changes of the industrial age.

V. Fill in prepositions and conjunctions then comment the text:

A poster is any piece of printed paper designed to be attached ... a wall or vertical surface. Typically posters include both textual and graphic elements, a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used many purposes. They are a frequent tool advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message.

Posters are also used for reproductions of artwork, particularly famous works, and are generally low-cost compared to original artwork. Posters, in the form of placards and posted bills, have been used earliest times, primarily for advertising and announcements.

Purely textual posters have a long history: they advertised the plays of Shakespeare and made citizens aware of government proclamations for centuries.

The modern poster, as we know it, , dates back to the 1840s and 1850s when the printing industry perfected colour lithography and made mass production possible.

Keys: *since, for, to, however, of, although.*

VI. Translate the following sentences into English:

1. Постер – это художественно оформленный плакат, используемый для рекламных или декоративных целей. 2. Рост популярности плаката связан с увеличением общественно-политической и культурной жизни. 3. Плакат должен быть виден на расстоянии, быть понятным и хорошо восприниматься зрителем. 4. Первоначально кино-плакаты создавались на основе отображения отдельных кадров фильма. 5. Политический плакат появился в начале XX века. 6. Большое влияние на эволюцию плаката оказало развитие средств массовой информации и полиграфии.

SPEAKING:

I. Explain why a poster's strength lies in an unexpected and fresh rendering of the important issues of the day.

II. Discuss the role of political posters. Say what ideas or events they reflect and when they become effective.

TEXT 2
MASS MEDIA

I. Read and translate the text.

The mass media are diversified media technologies that are intended to reach a large audience by mass communication. The technologies through which this communication takes place vary. Broadcast media such as radio, recorded music, film and television transmit their information electronically. Print media use a physical object such as a newspaper, book, pamphlet or comics, to distribute their information.

Outdoor media are a form of mass media that comprises billboards, signs, or placards placed inside and outside of commercial buildings, sports stadiums, shops, and buses. Other outdoor media include flying billboards (signs in tow of airplanes), skywriting, and AR Advertising. Public speaking and event organising can also be considered forms of mass media.

The digital media comprise both Internet and mobile mass communication. Internet media provide many mass media services, such as email, websites, blogs, and Internet-based radio and television. Many other mass media outlets have a presence on the web, by such things as having TV ads that link to a website, or distributing a QR Code in print or outdoor media to direct a mobile user to a website. In this way, they can utilize the easy accessibility that the Internet has, and the outreach that Internet affords, as information can easily be broadcast to many different regions of the world simultaneously and cost-efficiently.

The organizations that control these technologies, such as television stations or publishing companies, are also known as the mass media.

(From Wikipedia, the free encyclopedia)

Commentary

QR Code (abbreviated from Quick Response Code) is the trademark for a type of matrix barcode (or two-dimensional barcode) first designed for the automotive industry in Japan. A barcode is a machine-readable optical label that contains information about the item to which it is attached.

AR: Augmented reality is a live direct or indirect view of a physical, real-world environment whose elements are augmented (or supplemented) by computer-generated sensory input such as sound, video, graphics or GPS data. It is related to a more general concept called mediated reality, in which a view of reality is modified by a computer.

GPS: Global Positioning System.

II. Read and memorize the following words:

accessibility – доступность

ads = advertisements – реклама

afford v. – давать, позволить себе

broadcast media – радиовещательные средства информации

digital – цифровой

intend v. – намереваться

mass media – средства массовой информации

mass media outlets – средства массовой информации, СМИ

outreach – пропаганда, разъяснительная работа

placard – афиша, плакат

simultaneously – одновременно

take place – происходить

transmit – передавать

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

technologies, audience, simultaneously, digital, accessibility, diversified.

II. *Find in the text English equivalents for the following words and phrases and write them out:*

воздушная реклама; радиовещательные средства информации; внутри и снаружи; доходить до публики; рекламный щит; разнообразные медиа-технологии; быть предназначенным; распространять информацию; средства массовой информации; на буксире у самолётов; средства печати; в разные регионы мира; передавать информацию; наружные средства; предоставлять услуги; направлять пользователей; реклама с помощью расширенной реальности.

III. *Answer the following questions using the words and phrases from Exercise II:*

1. What are the mass media intended to reach a large audience by? 2. Do the technologies of mass media vary? 3. In what way do broadcast media such as radio, recorded music, film and television transmit their information? 4. What do print media use to distribute their information? 5. What mass media comprise billboards, signs, or placards placed inside and outside of commercial buildings, sports stadiums, shops, and buses? 6. Do outdoor media also include flying billboard, skywriting, and AR Advertising? 7. Why can public speaking and event organising also be considered forms of mass media? 8. The digital media comprise both Internet and mobile mass communication, don't they? 9. What media provide mass media services such as email, websites, blogs, and Internet-based radio and television? 10. Why can information easily be broadcast to many different regions of the world? 11. What organizations are also known as the mass media?

IV. *Find in the above text synonyms of the following words:*

to happen, various, to include, to manage, connection.

V. *Retell the text.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete the following sentences using the words from the box:*

<i>controls</i>	<i>on</i>	<i>large</i>	<i>used</i>	<i>media</i>	<i>including</i>	<i>form</i>
-----------------	-----------	--------------	-------------	--------------	------------------	-------------

1. Mass media is communication – whether written, broadcast, or spoken – that reaches a audience. 2. Individuals are bombarded constantly with messages from a multitude of sources TV, billboards, and magazines. 3. Mass are a permanent part of modern culture. 4. The media can reflect and project the view of a minority elite, which it. 5. Transmission of mass advertising to millions of people is a of mass communication. 6. The phrase "the media" began to be in the

1920s. 7. Mass media play a significant role in shaping public perceptions a variety of important issues.

II. *Ask all types of questions to the following sentence:*

Many movie stars only agree to interviews if the list of questions is agreed in advance and no awkward issues are raised.

III. *Find in the text and copy out sentences in which the linker of clarification such as is used. Translate them.*

SPEAKING:

I. *Discuss the problems dealt with in the abstract given below.*

Each mass media has its own content types, its own creative artists and technicians, and its own business models. For example, the Internet includes web sites, blogs, podcasts, and various other technologies built on top of the general distribution network. The sixth and seventh media, internet and mobile, are often called collectively as digital media; and the fourth and fifth, radio and TV, as broadcast media. Some argue that video games have developed into a distinct mass form of media.

The phrase "the media" began to be used in the 1920s. The notion of "mass media" was generally restricted to print media up until the post-Second World War, when radio, television and video were introduced. The audio-visual facilities became very popular, because they provided both information and entertainment, because the colour and sound engaged the viewers/listeners and because it was easier for the general public to passively watch TV or listen to the radio than to actively read.

In recent times, the Internet has become the latest and most popular mass medium. One can do many activities at the same time, such as playing games, listening to music, and social networking, irrespective of location. Whilst other forms of mass media are restricted in the type of information they can offer, the internet comprises a large percentage of the sum of human knowledge through such things as Google Books.

II. *Arrange short debates on the following questions.*

1. How does the growth of the internet affect the communication models?
2. How helpful are communications models in understanding the media?

TEXT 3

MASS MEDIA EFFECTS

I. *Read and translate the text.*

One of the longest running disputes in communication and media theory is the question of how much the media can influence their audiences and how persuasive communication can be. Some academics study the psychology of individuals to

understand different responses to messages such campaigns.

Academics study the connections between violence on television and violence in society. There are those who argue that the media have a powerful role to play in shaping public opinion, and others who say it is actually very hard to persuade others, especially via the mass media. Early theories of media effects were heavily influenced by the Nazi use of new media such as cinema as propaganda.

The Frankfurt School of academics who fled Nazi Germany in the early 1930s carried overwhelling fears that mass media would generate mass effects and that whoever controlled the media would control their society. Their view is sometimes described as the ‘hypodermic model’, suggesting that audiences are passive and react in a uniform manner to a media message. But US social scientists (especially the Yale School) after the Second World War – also concerned about the power of propaganda – conducted extensive research into voter behaviour which suggested that people are actually more likely to be influenced by their friends and neighbours or other ‘opinion formers’ than the papers they read. This was called the ‘two-step flow’ theory and was developed by Katz and Lazerfield.

This idea dominated discussion of the media and communication effects and stimulated more research into the psychology of individuals and how people respond to messages. Questions of attitude formation and change, beliefs, values and opinions were investigated as part of the research into persuasive communication. However, in the 1970s, some academics (including the Birmingham School) returned to the ideas of the Frankfurt School and re-examined them. They looked at the effect of the media on society and on class and found that the media tended to support the interests of capitalism (and its owners, of course).

Researchers found negative media images of working people, women, ethnic minorities and others with less power in society. At this time ideas such as ‘agenda-setting’ were developed, where journalists select what is important to publish according to their implicit or explicit views of society. Unlike the Frankfurt School or the Yale School, this group looked at effects on society as a whole, rather than on individuals. Their more subtle description of effects has gained continuing currency, while questions of effect on individuals – such as those exposed to violence – are still unclear.

Other theorists rejected the idea that the media promotes a particular point of view, but suggested that there might be a more neutral ‘agenda-setting’ effect, whereby media reporting does not influence what people think, but what they think about.

(by Ian Somerville)

II. Read and memorize the following words and phrases:

agenda-setting – установление повестки дня

argue v. – обсуждать, спорить

attitude – отношение

belief – вера

dispute – спор

explicit – явный

flee (fled) v. – бежать, спасаться бегством
implicit – неявный
investigate v. – исследовать, изучать
minorities – меньшинства
overwhelming – непреодолимый
persuade v. – убеждать в чём-л., уговорить
persuasive – убедительный
promote v. – продвигать
reject v. – отвергать, отклонять
response – ответ, отклик
support v. – поддерживать, подтверждать
unlike – в отличие от
violence – насилие
voter – избиратель

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

persuasive, persuade, reject, image, explicit, violence, belief, overwhelming, behaviour, influence.

II. *Translate and memorize the following words and word combinations.*

The longest running dispute, different responses to messages, violence in society, to support the interests, ethnic minorities, as a whole, shaping public opinion, connections, to suggest, via the mass media, to tend, overwhelming fears, in a uniform manner, to concern about, subtle description, to conduct extensive research, attitude formation, to return to the ideas, according to their views of society, to gain continuing currency.

III. *Answer the following questions using the words and word combinations from Exercise II:*

1. What question has been debated in communication and media theory? 2. What do academics study? 3. Why did the Frankfurt School of academics carry overwhelming fears? 4. What kind of fears were these? 5. What did US social scientists of the Yale School concern about? 6. Who was the 'two-step flow' theory developed by? 7. What research did this idea stimulate? 8. What ideas did certain academics return to in the 1970s? 9. Whose interests did the media tend to support to their mind? 10. How did journalists select ideas at that time? 11. What idea did other theorists reject?

IV. *Find in the text and copy out phrases in which prepositions **by** and **into** are used. Translate them.*

V. *Retell the above text using as many of the words and word combinations from Exercise II as you can.*

VOCABULARY EXERCISES

I. Complete and translate:

Unit II. MASS MEDIA

Word-building: usual <i>adj.</i> + <i>ly</i> = usually <i>adv.</i>

chief, close, gentle, brief, normal, real, virtual, violent, respective, absolute, bitter, direct, especial.

II. Find in the above text and copy out phrases containing adverbs with the suffix *-ly*, translate them.

III. Translate the following sentences paying attention to the words and word combinations in italics:

1. Audiences are not the only groups with problems accessing *alternative information*. 2. Stuart Hall (1980), a leading member of the Birmingham School, proposed that the media create '*preferred readings*' which suggest how reality *should be seen*. 3. The management of news *by public relations* is often called 'spin' but is not confined to the political arena. 4. PR people provide *a ready supply of material* to fill the ever-increasing hours of airtime and acres of newsprint. 5. When a person fears their views are not shared by others they are less likely *to express their opinions*. 6. Information has become *readily available* through websites, and *easily accessible* through search engines. 7. The increased deadlines and reduced resources of media organisations, which often produce material *round the clock* or in many more editions, can make journalists *highly dependent on* public relations departments.

IV. Translate the following sentences into English:

1. Средства массовой информации – система органов публичной передачи информации с помощью технических средств. 2. Эффективность деятельности СМИ неразрывно связана с учётом потребностей людей, их возросших социальных, духовных и политических запросов. 3. СМИ представляют собой учреждения, созданные для открытой, публичной передачи с помощью специального технического инструментария различных сведений любым лицам. 4. Развивающееся общество требует интенсификации всех информационных процессов при широком использовании средств массовой информации. 5. Медиа всё глубже стали проникать в жизнь людей и оказывать динамичное и целенаправленное воздействие на массовое сознание. 6. Совершенствование технических возможностей СМИ значительно расширило масштабы манипуляции массовым сознанием. 7. Имидж можно эффективно использовать как средство пропаганды, а также как инструмент управления сознанием.

SPEAKING:

I. Express your opinion on the following points of view.

1) The launch of a children's movie might involve: billboard posters; images on packets of crisps, sweets and lunchboxes; the organisation of a premiere in the famous theater; guest appearances by stars on children's TV shows; and articles

about the use of special effects in film or general media. Which of these are public relations? What are the others?

2) Are the media a powerful influence on society or just another source of information? Is the influence direct or indirect?

II. What is your opinion on the following topic?

It is certainly true that different issues dominate media debates over the longer term, so that coverage of topics like education or health will fluctuate considerably over a decade.

UNIT III

TEXT 1

POLITICAL PUBLIC RELATIONS AND THE MEDIA: INTERDEPENDENCE OR DEPENDENCY?

I. Read and translate the text.

Franklin notes that representatives of the media like to present the media as constituting the fourth estate “which subjects all aspects of political life to close scrutiny and is consequently a key mechanism for securing the accountability of politicians to the general public”. He points out, however, that these ‘watchdogs’ are viewed by those critical of British political culture as little more than ‘lapdogs’.

He notes that “Marxists identify the media as central agencies in the construction of a social and political consensus, encouraging the acquiescence of the public, by distributing and reinforcing the values and beliefs of the dominant social and political group within society”. Whilst it could be argued that the media are not necessarily dominated by politicians in any direct or conspiratorial way, the way in which the British political sphere is constructed and maintained by both the media and the politicians somewhat undermines any suggestion that the media constitute the fourth estate. Nevertheless it is sometimes claimed that there is a mutual interdependence of politicians and the media.

Bernard Ingham, Margaret Thatcher’s former Press Secretary, suggested that the relationship is “essentially cannibalistic. They feed off each other but no one knows who is next on the menu”. Ingham’s metaphor may seem outlandish but it is clear that the relationship between the media and politicians is in some senses a symbiotic one. Politicians in general, and government public relations specialists in particular, obviously rely on the media to communicate with the general public. But it must be said that broadcasters and journalists understand that without a degree of co-operation from politicians, political journalism would be difficult, if not impossible. However, other commentators would argue that with the advent of ‘media managers’ in Western democracies the politician–media relationship has been pushed beyond the state of mutual interdependence to one of media dependence on, and deference to, politicians.

Whether or not one agrees that the relationship is one of media dependency, a cursory look at media ownership in the UK would indicate that the media are not independent of powerful economic and political interests in British society (Negrine 1994). It is also obviously the case that ultimately broadcasting and press ‘freedoms’ are at the mercy of the legislative process. In Britain, as noted above, this relationship is epitomized by the Westminster ‘Lobby’ which, while it involves some degree of mutual interdependence, tends ultimately to allow government media managers a great deal of control in structuring news agendas. The situation in Britain obviously suits the government, but it does have a downside in that it leads to a level of mistrust and cynicism about the kind of information governments disseminate. There is an obvious tension between controlling the information flows for one’s own benefit and

structuring news agendas to such an extent that everything you say is treated as 'spin'. As we have seen, at the heart of this debate is the role of government public relations and it has been argued that governments and government public relations specialists in many Western democracies are practising a type of public relations which stifles 'open' government and leads to distrust amongst the electorate. It should be no surprise to students of public relations to find James Grunig arguing that in certain Western democracies, what he describes as 'asymmetrical' government communication activities need to be replaced by a symmetrical model.

(<https://www.boundless.com/business/textbooks>)

II. Read and memorize the following words and phrases:

claim v. – утверждать, заявлять

cursory – беглый, поверхностный

deference – уважение, почтение, почтительность

distrust v. – не доверять; сомневаться

encourage v. – поощрять

estate – сословие

the fourth estate – *шутл.* пресса

interdependence – взаимозависимость, взаимная зависимость, взаимообусловленность

lapdog – комнатная собачка, болонка

lobby – кулуары; *ам.* лицо или группа лиц, "обрабатывающих" членов конгресса в пользу того или иного законопроекта

obviously – очевидно

outlandish – диковинный

point out v. – отметить

push beyond v. – раздвинуть рамки

representative – представитель

scrutiny – внимательный осмотр; исследование

stifle v. – подавлять

tension – напряжение

ultimately – в конечном счёте

undermine v. – подорвать, разрушать

watchdogs – сторожевые псы

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

politicians, representative, government, mutual, relationship, obviously, metaphor, journalism, suit, cynicism.

II. Translate and memorize the following word combinations:

to suit the government, to present the media, to constitute the fourth estate, representatives of the media, securing the accountability, a social and political consensus, it could be argued, the acquiescence of the public, in any direct or

conspiratorial way, with the advent, to be epitomized, to undermine any suggestion, mutual interdependence, feed off each other, in general, to rely on the media, in particular, to be at the mercy, a great deal of control, have a downside, amongst the electorate, for one's own benefit, at the heart of.

III. *Answer the following questions using the word combinations from Exercise II:*

1. Who notes that representatives of the media like to present the media as constituting the fourth estate? 2. Is the fourth estate a key mechanism for securing the accountability of politicians to the general public? 3. How do Marxists identify the media? 4. Could it be argued that the media are not necessarily dominated by politicians? 5. What is sometimes claimed? 6. Why did Bernard Ingham suggest that the relationship between the media and politicians is "essentially cannibalistic"? 7. Whose Press Secretary was he? 8. Which Ingham's metaphor may seem outlandish? 9. What do politicians in general, and government public relations specialists in particular, rely on to communicate with the general public? 10. Without what would political journalism be difficult? 11. What is argued with the advent of 'media managers' in Western democracies? 12. Are the media independent of powerful economic and political interests in British society? Give your reasoning. 13. What is this relationship in Britain epitomized by? 14. What kind of downside does this situation have? 15. Why do 'asymmetrical' government communication activities need to be replaced by a symmetrical model?

IV. *Find in the text and copy out sentences in which prepositions **with**, **without** and **within** are used. Translate them.*

V. *Retell the above text using as many of the word combinations from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete and translate:*

Word-building: dis-, mis- in front of the word = opposites: continue – discontinue
--

to like, to understand, to agree, to connect, to print, to charge, to name, to quote, to approve, to guide, to judge, to orientate, to inform.

II. *Find in the above text and copy out sentences containing words with prefixes **dis-** and **mis-**, translate them.*

III. *Choose the proper verb form and translate the sentences.*

1. The power of the media may accrue where the audience little information about a subject and are highly dependent on the media for information. 2. Corporations may use public relations themselves as enlightened employers, in

support of human-resources recruiting programs. 3. The current international system is by growing interdependence, the mutual responsibility and dependency on others. 4. The role of international institutions ideas that relations are characterized by interdependence. 5. Dependency theory a theory most commonly associated with Marxism, stating that a set of core states exploit a set of weaker periphery states for their prosperity. 6. In a democratic society, the media can the electorate about issues regarding government and corporate entities.

(**Missing verbs:** *is, characterized, serve, have, reinforces, to portray*)

IV. *Ask all types of questions to the following sentence:*

James Grunig identified four models of public relations describing the major types of PR practice carried out.

SPEAKING:

I. *Discuss the problems.*

1) Examine a media campaign surrounding a current policy initiative by the Ukrainian government. In what ways have politicians and their media advisers attempted to 'manage' the Ukrainian media to achieve the maximum favourable coverage of their policy?

2) What do you think would improve the standing of public relations in society?

TEXT 2

FOUR MODELS OF PUBLIC RELATIONS

I. *Read and translate the text.*

Models of public relations were proposed by a noted public relations theorist James E. Grunig. According to James E. Grunig, there are four models of Public Relations:

Press Agency/Publicity

Press Agency Publicity model is also called P.T Barnum model. Press Agency Publicity model follows one-way communication where the flow of information is only from the sender to the receiver. The sender is not much concerned about the second party's feedback, reviews and so on.

In Press Agency publicity model, public relations experts enhance the reputation of the organization among the target audiences, stakeholders, employees, partners, investors and all others associated with it through manipulation. According to this model, organizations hire public relations experts who create a positive image of their brand in the minds of target audiences through arguments and reasoning. They influence their potential customers by simply imposing their ideas, thoughts, creative stories of their brand, USPs of the products and so on. Flow of information takes place only from the public relations experts to the target audiences. (One way communication)
Public Information Model

As the name suggests public information model, emphasizes on maintaining and enhancing the image of an organization simply by circulating relevant and meaningful

information among the target audience/public. Public relations experts depend on press release, news release, video release or any other recorded communication often directed at the media to circulate information about their brand among the public. Newsletters, brochures, magazines with information about the organization, its key people, products, benefits of the products, testimonials, success stories are distributed at regular intervals among target audiences for brand positioning. In such a model, public relations experts need to be creative and ought to have a flair for writing. They should be really good at putting their thoughts into meaningful words which influence the customers and end-users. Public information model also revolves around one-way communication where information primarily flows from the sender (organization and public relations experts) to the receiver (target audience, employees, stakeholders, employees, investors and so on).

The first two models utilise one-way communication and their objective is orientation of target audiences to the organization. In these models, the underlying concept is that the organization need not change its attitudes, values or actions; the public relations task is to gain compliance from the public. Conversely, the two more recent models involve two-way communication between an organization and its publics and mutual adaptation. Communication scientists coined the term co-orientation for this two-way, mutual adaptation.

Two-Way Asymmetrical Model

Two-way asymmetrical model of public relations revolves around two-way communication between both the parties but the communication is somewhat not balanced. In this type of model, public relations experts position their organization and brand on the whole in the minds of their target audiences through manipulation and force the public to behave the same way they would want them to do. In two-way asymmetrical model of public relations, organizations do not utilize much of their manpower and resources to find out the reaction of the stakeholders or investors.

Two-way Symmetrical Model

Two-way symmetrical model of public relations is an ideal way of enhancing an organization's reputation among the target audience. According to two-way symmetrical model, public relations experts depend on two-way communication to position their brand among end-users. Free flow of information takes place between the organization and its stakeholders, employees, investors and vice-a-versa. Conflicts and misunderstandings are resolved through mutual discussions and communication. A two-way communication takes place between both the parties and information flows in its desired form. The feedback from stakeholders and target audiences is also taken into consideration.

(by Grunig, J. E., & Grunig, L. A.)

Commentary

USP (Unique Selling Proposition) - Маркетинговая концепция, которая была призвана объяснить, почему одни рекламные сообщения эффективны, а другие нет.

II. *Read and memorize the following words and phrases:*

according to – согласно чему-л.

attitude – отношение

concern v. about – беспокоиться о чём-л.

customer – заказчик, клиент

direct v. – направлять

enhance v. – повышать, улучшать

feedback – отзывы, обратная связь

meaningful – значимый

mutual – взаимный

Press Agency – представительство по печати и рекламе

publicity – публичность, гласность

receiver – получатель

relevant – соответствующий

review – обзор; обозрение

sender – отправитель

take place v. – случаться, иметь место

testimonial – рекомендация, характеристика, рекомендательное письмо

underlying – базовый; лежащий в основе

vice-a-versa – наоборот

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

theorist, brochures, flow, audience, vice-a-versa, suggest, mutual, desired, compliance, thought.

II. *Find in the text English equivalents for the following word combinations and phrases and write them out:*

выдающийся теоретик; односторонняя связь; потенциальная аудитория; поток информации; обратная связь со вторым участником; просто навязывать свои идеи; нанять специалистов по связям с общественностью; в целом; вести себя таким же образом; повысить репутацию организации; как и предполагает название; через определённые промежутки времени; создавать положительный имидж; делать акцент на поддержание и улучшение имиджа; иметь чутьё (склонность) для написания; взаимное приспособление; чтобы получить согласие от общественности; отзывы также принимаются во внимание; распространять информацию о своих брендах; в сознании потенциальной аудитории.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. Who were models of public relations proposed by? 2. How many models of Public Relations are there according to James E. Grunig? 3. What model does Press Agency Publicity follow? 4. Is the flow of information from the sender to the receiver or vice-a-versa? 5. What do public relations experts enhance in Press Agency publicity model? 6. Who creates a positive image of the organizations' brand

in the minds of target audiences? 7. Why can we say that it is one way communication? 8. What does public information model emphasize on? 9. What do public relations experts depend on? 10. What is distributed at regular intervals among target audiences for brand positioning in *Public Information Model*? 11. Does Public information model also revolve around one-way communication? 12. What is the underlying concept in the first two models? 13. What models involve two-way communication between an organization and its publics and mutual adaptation? 14. Who coined the term co-orientation for this two-way, mutual adaptation? 15. What does *Two-way asymmetrical model* of public relations revolve around? 16. How do public relations experts position their organization and brand on the whole in the minds of their target audiences in this type of model? 17. Do organizations utilize much of their manpower and resources in two-way asymmetrical model of public relations to find out the reaction of the stakeholders or investors? 18. Is the communication balanced in *Two-way Asymmetrical Model*? 19. Why is two-way symmetrical model of public relations an ideal way of enhancing an organization's reputation among the target audience? 20. In what way are conflicts and misunderstandings resolved in *Two-way symmetrical model*? 21. Is the feedback from stakeholders and target audiences taken into consideration?

IV. Find in the text and copy out sentences in which prepositions **among** and **between** are used. Translate them.

V. Retell the above text using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Translate the following words with the suffix *-ry*:

Word-building: Suffix *-ry* helps to form words which denote totality of objects:

a rocket - ракета rocketry - ракетная техника;

this suffix can also impart a collective meaning to nouns:

chivalry – рыцарство;

besides, the words with this suffix often denote premises for a great number of something:

nursery – детские ясли

gentry, ironmongery, aviary, granary, monastery, surgery, chemistry, entry, robbery, slavery, ancestry, imagery.

II. Complete and translate:

a machine, a circuit, an agent, a rocket, a peasant, a jewel, a herald, an artist, a palmist, a poet, a rival, a savage, gossip.

III. Complete the following sentences using the words from the box:

goals	be	by	attacked	contrast	began	necessary
-------	----	----	----------	----------	-------	-----------

1. PR has evolved in various forms to be used most public companies.
 2. Bernays argued that the manipulation of public opinion was a part of democracy.
 3. The *Two-Way Symmetric Model* of public relations stands in stark to earlier propaganda-based models.
 4. In the *Two-Way Asymmetric Model*, co-orientation occurs, but the organisation's and needs retain primacy.
 5. Press releases, which were mostly unchanged for more than a century, to integrate digital features.
 6. They should really good at putting their thoughts into meaningful words which influence the customers and end-users.
 7. He was often as a propagandist and deceptive manipulator, who represented lobby groups against the public interest.

IV. Render the following text in English.

Первая модель получила в научной литературе название «манипуляции» или «пропаганды». Для нее характерно использование любых средств, чтобы привлечь внимание целевых групп, а также оказать давление на них. Потребитель рассматривается как пассивный получатель информации, правдивость и объективность которой не является обязательным условием. Главным «проводником» коммуникаций являются средства массовой информации.

Вторая модель обычно характеризуется как модель «информирования», «общественной осведомлённости» или «журналистская».

Распространяемая информация в целом должна быть объективной и точной, но «дозированной», а негативные факты и события преуменьшаются, замалчиваются. Как и первая модель, модель «информирования» является односторонней. Необходимость исследования общественности и осуществления обратной связи с ней не предполагается.

Третью модель Д. Грюниг называет «двухсторонней ассиметричной коммуникацией» и относит её зарождение к началу XX века, связывая с именами А. Ли (Ivy Lee) и Э. Бернейса (Edward L. Bernays).

В этой модели широко используются исследовательские методы, в первую очередь для того, чтобы определить, какая информация вызовет позитивную реакцию целевых групп, таким образом, коммуникативная деятельность организации становится двухсторонней, диалоговой, результат такой коммуникации ассиметричен, поскольку от неё выигрывает в первую очередь организация.

Четвёртая модель получила название «двухсторонней симметричной». Она характеризуется реальным осознанием субъектом коммуникаций необходимости взаимопонимания и учёта взаимовлияния среды и организации, таким образом, основной целью коммуникаций становится «взаимная польза организации и общественности». Широко используется практика переговоров, заключения соглашений, стратегии разрешения конфликтов и т.д., акценты в деятельности профессиональных коммуникаторов смещаются от журналистских и рекламных к исследовательским и консультативным.

SPEAKING:***I. Comment upon the following statement. Share opinions.***

Feedback is also an important concept. It is what makes the difference between one way communication, where the sender has no knowledge – or possibly interest – in the receiver's response, and two-way communication, where the receiver can comment or even alter events by responding to a message.

II. Develop the idea.

Most employ public relations to manipulate public attitudes in their favour.

TEXT 3**RESOURCE DEPENDENCY THEORY*****I. Read and translate the text.***

According to Pfeffer and Salancik (1978), interdependence exists whenever one actor does not entirely control all the conditions necessary for the achievement of an action or for obtaining the outcome desired from an action. Because resource dependency theory suggests that organizations vary in their dependency on external publics and their environment for achieving their goals, many public relations researchers assume a resource dependency model when they theorize about the organization–public relationship. For example, Badaracco (1998) showed how communication technologies enabled organizations to increase their public influence. Characterizing issues management as power resource management, Heath (1998) showed how mediated information shared between members of Greenpeace helped influence the decisions of Shell in the United Kingdom and suggested that the group best able to access and mobilize resources will have the upper hand in resource management.

Coombs (1998) showed how the Internet has allowed activist groups to harness the power of the Web to become more powerful and to command the attention of large, well-financed organizations.

More recently, Kent et al. (2003) extended the resource dependency model to Internet-mediated relationships, arguing that organizations that appear more dialogic probably understand the communication process better. The resources available to institutions directly affect their ability to achieve goals and may even affect their survival. Because of increased accountability to various constituencies, colleges and universities have experienced an increasing external interdependence.

Outside agencies have increased their power over colleges and universities by requiring justification of operations to maintain funding. Resource dependency theory has also been applied to research looking at funding allocations of community colleges. As Pfeffer suggested, “Organizations will (and should) respond more to the demands of those organizations or groups in the environment that control critical resources”.

Kenton (2003) examined state funding constraints in relation to funding models developed to support community colleges, noting that community college revenue management is best understood by the history, cultures, and norms of the individual states in which they are located.

Although community college funding allocation formulas vary from state to state, funding appropriations typically come from fixed revenues. Thus, community colleges are an ideal type of resource dependant organization to examine because so much of their resources depend on levels of enrollment and perceived success in the eyes of community leaders and lawmakers. Resource dependency theory aligns with dialogic theory because both theories assume that organizations and public are interrelated. One of the keys to organizations meeting the information needs of publics is to communicate with them.

(From *Atlantic Journal of Communication*, 2009)

II. Read and memorize the following words:

achievement – достижение, успех

align v. with – присоединиться к

allocation – размещение, распределение

although – хотя; несмотря на

appear v. – являться; показываться

appropriation – присвоение, назначение

available – доступный

constituency – избирательный округ

constraint – ограничение,

dependency on – зависимость от

desired – желаемый

enrollment – регистрация, зачисление, внесение в списки

harness v. – использовать (*напр.* власть)

justification – обоснование

outside – внешний

powerful – мощный, сильный, могучий

respond to v. – отвечать на

revenue – доход

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

constituency, justification, environment, resource, external, although, access, well-financed.

II. Translate and memorize the following word combinations and phrases:

to control all the conditions, for obtaining the outcome, to increase their public influence, power resource management, mediated information, to have the upper hand, to influence the decisions, well-financed organizations, to achieve goals, affect one's survival, by requiring justification, to maintain funding, to respond to the

demands, state funding constraints, in relation to, in the Unit III. **MEDIA MANAGEMENT** lawmaker, perceived success, outside agencies.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. When does interdependence exist according to Pfeffer and Salancik? 2. Why do many public relations researchers assume a resource dependency model when they theorize about the organization–public relationship? 3. What did Heath show? 4. Who showed how the Internet has allowed activist groups to harness the power of the Web to become more powerful? 5. What organizations understand the communication process better according to Kent? 6. What affects the ability of institutions to achieve goals? 7. How have outside agencies increased their power over colleges and universities? 8. What did Pfeffer suggest? 9. What is community college revenue management best understood by? 10. Do community college funding allocation formulas vary from state to state? 11. Why are community colleges an ideal type of resource dependant organization to examine? 12. What theory aligns with dialogic theory?

IV. *Find in the text and copy out sentences in which conjunctions **although** and **because (of)** are used. Translate them.*

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the proper verb form and translate the sentences.*

1. All four models in the marketplace today to a greater or lesser extent in various countries. 2. A well-written press release should understanding of current media practices and issues. 3. Community colleges were to make higher education accessible to everyone. 4. Primary funding typically from sources other than tuition and fees. 5. Resource dependency theory the study of how the external resources of organizations affect the behavior of the organization. 6. Managers throughout the organization that their success is tied to customer demand. 7. The idea of dialogue in public relations is that organizations should work open relationships with individuals and groups. 8. Ideally, dialogic contact with stakeholders is conducted by professionals. 9. The ability of management to act is by resources.

(**Missing verbs:** trained, understand, created, is, to create, limited, exist, comes, reflect)

II. *Write down all possible questions to the following sentence.*

Nonprofit organizations, including schools and universities, hospitals, and human and social service agencies, use public relations in support of awareness programs, fund-raising programs, staff recruiting.

III. Fill in prepositions:

1. Environments that contained high levels of resources can be less unfriendly the stability of organizations whereas those with low levels of resources can increase the competition between the firms. 2. Acquiring the external resources needed by an organization comes by decreasing the organization's dependence others and/or by increasing other's dependency on it. 3. Resource dependency theory and institutional theory are both concerned the relationship between an organization and a set of factors in the environment. 4. Intermediaries link buyers and sellers geographically distinct markets. 5. Resource dependency theory assumes that the organization makes active choices to achieve availability capital, knowledge, technology, resources. 6. As financial markets, competitors, and customers become more global scope, the firm may be considered a member of a global organization field.

Keys: *in, of, on, in, to, with.*

IV. Translate the following sentences into English:

1. Джеффри Пфеффер и Джеральд Салансик разработали подход к изучению организации с точки зрения её ресурсной зависимости. 2. Взгляд на организацию с точки зрения её ресурсной зависимости предполагает, что значительное влияние на её деятельность оказывают факторы важнейших внешних ресурсов. 3. Представление о ресурсной зависимости можно определить как соединение модели стратегического соответствия обстоятельствам и политической модели организации. 4. Внешняя среда влияет на действия организации и обладает способностью ограничивать её возможности. 5. Для долгосрочного выживания организации управление внешней средой является не менее, а иногда и более важным, чем управление внутренними организационными процессами. 6. Руководители должны уметь распознавать, диагностировать и учитывать в своей работе существующее многообразие интересов. 7. Уникальная модель управления организацией создаётся на основе накопления опыта и постоянного обучения.

SPEAKING:

I. Explain and expand on the following:

1. Resource dependency theory is relevant because it posits that organizational stability depends upon the ability to understand and use resources effectively. (Kenton et al., 2004)

2. Resource dependency theory significantly contributes to explaining behavior, structure, stability, and change of organizations.

II. If you choose a scientific career, what would you like to become and why?

TEXT 4
MEDIA MANAGEMENT

I. Read and translate the text.

The relationship between politicians and the media, and more importantly between the government and the media, will be obvious. Unit III. **MEDIA MANAGEMENT** what are apparently two different sets of interests. The journalist is supposed to be attempting to seek out and present the facts, while the politician will want to ensure that a news story reflects the 'message' that he or she wishes to convey. There is nothing particularly new in the attempt of the political elites to try to control media representations, as it is revealed in various accounts of the development and growth of political public relations from the early years of the twentieth century onwards.

However, this discussion will focus on the role of public relations over the past two decades in Britain, a period which witnessed a rapid transformation in the role and status of public relations within political culture. This expansion of public relations activity has, unsurprisingly, been accompanied by an increasing reliance upon media management strategies. Some commentators have pointed to the increasing use of the 'soundbite' and the 'pseudo-event' as key strategies used by politicians to control media representations of them and their policies.

The 'news machine', and particularly the television news, spends an enormous portion of its time focusing on the political sphere, and journalists, like most people with tight deadlines, find it hard to resist if their news gathering task is made easier for them. Cockerell et al. (1984) note that, in reference to the workings of the British parliament, 'Very few journalists have had the incentive to dig deeper, to mine the bedrock of power rather than merely scour its topsoil'. It is the broadcast journalists' 'job' to pick out the key details or important points of any political event or speech. If that task is made easier, if the speech contains memorable phrases (soundbites) which summarize the main points, then there is a good chance that these portions of the speech will be selected and broadcast on the few minutes allotted to 'story' on the broadcast news bulletins. Tony Blair's phrase 'tough on crime, tough on the causes of crime' from a speech made when he was shadow home secretary has entered the national consciousness. It is indeed a memorable phrase, but it is important to remember that being 'tough' and talking about being 'tough' was a carefully constructed aspect of the Blair style.

McNair (1994) points out that many political speeches, which increasingly tend to be loaded with soundbites, occur within the context of the 'pseudo-event', by which he means the staged rally or the strictly controlled party conference. Obviously this kind of political pseudo-event has a long history from Caesar entering Rome, after another famous military victory, to the Nuremburg rallies in 1930s Germany.

Nevertheless, the impression of a united and adoring audience exulting in the great and powerful leader is memorable and again creates an easy 'story' for the few allotted minutes on the television news agenda. In Britain in the 1980s, the Conservative Party, which was in government throughout the decade, increasingly offered this image of a united party behind a strong leader, Margaret Thatcher. Speeches by Thatcher and the Tory hierarchy at their party conferences were largely successful in supplying the television news organisations with 'easily reportable "bits" of political information' (McNair 1994) which tended to set the news agenda in the party's favour. By contrast, during much of the 1980s the Labour party was

presented in the media as being in a state of, at best, disarray, at worst, total disintegration.

After its election defeat in 1979, Labour went through a period of internal 'ideological' conflict and, at times, damaging splits occurred (several leading members of the party left and formed the Social Democratic Party). Bitter internal conflicts tended to be fought out at party conferences and the Labour Party leadership found it difficult to impose control over events. Media organisations looking for representative few minutes for the news bulletins tended to reflect this bitter infighting and there was little concerted attempt by the Labour Party leadership to influence the news agenda. The contrast with the Tory Party, during the 1980s, was stark. The perception was that the Tories were united, Labour was divided; the Tories had a strong leader, Labour had a series of weak and ineffectual leaders; the Tories were in control of events, Labour was at the mercy of them, and so on. The tightly controlled and carefully staged party conferences allowed the leadership of the Conservative Party to successfully manage media representations of them for a significant period of time. Behind the scenes the party elite was far from united behind the powerful leader, but it was behind the scenes where the personal and ideological disagreement, and the subsequent bloodletting, occurred. Ministers were frequently sacked for being disloyal, that is, disagreeing with Margaret Thatcher. Yet the fact that the media seemed to be caught by surprise by the eventual internal coup d'état which ousted Thatcher as party leader, and British prime minister, only reveals how successfully the media had been 'managed' for much of her rule.

By the early 1990s the Labour Party led by Neil Kinnock, and under the guidance of political public relations specialists like Peter Mandelson, was attempting to emulate the success of the Tory Party in managing the media and setting news agendas. There were significant failures in their attempts to stage-manage media opportunities but, on the whole, the Labour Party's media managers learned from their mistakes and, for most of the decade, including the general election success of 1997, Labour was very successful at managing the media.

(by Jim R. Macnamara)

II. Read and memorize the following words:

accompany v. – сопровождать, сопутствовать

adore v. – обожать; поклоняться

allot v. – распределить

apparently – очевидно; по-видимому

consciousness – сознательность

convey v. – сообщать, передавать

coup d'état – *франц.* государственный переворот

deadline – срок, последний срок

election – выборы, избрание

ensure v. – гарантировать, обеспечивать

exult v. – торжествовать; ликовать

mercy – милосердие, милость

to be at the mercy – быть в милости

mine v. – подкапываться под *кого-либо*; подрывать (репутацию)

obviously – очевидно, по-видимому

onwards – далее

pick out v. – отбирать, подбирать

Unit III. **MEDIA MANAGEMENT**

pseudo-event – псевдо-событие

rally – объединение

resist v. – сопротивляться; препятствовать

reveal v. – показывать, обнаруживать

seek out v. – разыскивать

soundbite – крепкая острота

stark – полный; абсолютный

topsoil – верхний слой (почвы)

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

politician, failure, elite, nevertheless, oust, eventual, unsurprisingly, pseudo-event, consciousness, audience.

II. *Translate and memorize the following word combinations and phrases:*

to emulate the success, to impose control, to be sacked for, under the guidance, on the whole, the subsequent bloodletting, to oust someone as a party leader, significant failures, present the facts, little concerted attempt, in various accounts, over the past two decades, to witness a rapid transformation, the eventual internal coup d'état, with tight deadlines, to mine the bedrock of power, to dig deeper, a united and adoring audience, damaging splits, a memorable phrase, weak and ineffectual leaders, different sets of interests, in the party's favour.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. What will the relationship between politicians and the media, and more importantly between the government and the media involve? 2. Who is supposed to be attempting to seek out and present the facts? 3. What will the politician want to ensure? 4. Which period in Britain witnessed a rapid transformation in the role and status of public relations within political culture? 5. What has this expansion of public relations activity been accompanied by? 6. What are key strategies used by politicians to control media representations of them and their policies? 7. Whose job is to pick out the key details or important points of any political event or speech? 8. What is Tony Blair's memorable phrase? 9. Where do many political speeches occur according to McNair? 10. What image did Margaret Thatcher offer in Britain in the 1980s? 11. Whose speeches were largely successful in supplying the television news organisations with easily reportable "bits" of political information? 12. Why did the Labour Party leadership find it difficult to impose control over events in 1979? 13. Which party was in control of events, and which one was at the mercy of them during the 1980s? Explain why. 14. What reason were ministers frequently sacked for? 15.

Did the eventual internal coup d'état oust Thatcher as party leader, and British prime minister? 16. In what way was the Labour Party led by Neil Kinnock attempting to emulate the success of the Tory Party by the early 1990s? 17. Was the Labour Party successful at managing the media?

IV. Find in the text and copy out sentences in which linkers of contrast **nevertheless**, **however** and **by contrast** are used. Translate them.

V. Make your own sentences with **nevertheless**, **however** and **by contrast** using word combinations and phrases from Ex. II.

VI. Retell the above text using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Complete and translate:

Word-building:	noun + ist: biology - biologist noun + ian: mathematics - mathematician
-----------------------	--

science, motor, physic, sociology, art, music, physics, linguistics, history, psychology, politics, journal.

II. Translate the sentences and define the italicized verb forms.

1. The leader's "toughness" *was* self-consciously *built* into his communicative style as a matter of policy and strategy. 2. It was clear that bitterness *existed* within the Tory Party as it had within the Labour Party. 3. There was no doubt about how the audience *was meant* to respond. 4. Where one reading or frame *comes* to dominate the way the media *handles* a story, readers/viewers with dissenting opinions may find no reflection of their views in the mass media. 5. Professional communicators *need* to be aware of the potential for good and harm *contained* in their messages. 6. By contrast, his speech *contains* memorable phrases.

III. Write down all possible questions to the following sentence:

The generation of media is the bundling of internally and externally generated content and its transformation into a medium.

IV. Translate the following sentences into English:

1. Наиболее распространенным приёмом управления является управление самими СМИ. 2. В теориях массовой коммуникации новости выступают в качестве основного объекта исследования. 3. Процесс манипулирования может быть определён как недопустимый или неэтичный, если он направлен на прямой обман потребителей информации. 4. Журналистов часто обвиняют и в том, что неправильно описывая происходящее, они подрывают доверие к правительству

и способствуют росту политического цинизма. 5. Сегментирование информационного потока, манипулирование информацией предусматривает создание узкоцелевых информационных потоков, работающих на совершенно конкретную цель. 6. Манипулирование – это процесс во Unit III. **MEDIA MANAGEMENT** мнение и поведение для его фокусирования в нужном определённым политическим или общественным структурам направлении. 7. Комплексным примером легального манипулирования служит технология расстановки информационных акцентов во время выборной кампании.

SPEAKING:

I. Read the text and comment.

Information Management

All democratically elected governments must communicate with their electorates. After all, in most theories of democratic government there is an assumption that the government is the servant of the people, elected to carry out its will. Just because governments have this duty to provide information to the general public does not mean, of course, that they will not attempt to control and manipulate the amount of, and kinds of, information they disseminate. Information management in regard to government simply means the processes and procedures by which governmental agencies disseminate the kind of information they want us to receive.

II. Explain the role of public relations in mass communication.

UNIT IV

TEXT 1 ADVERTISING

I. Read and translate the text.

Advertising (or advertizing) is a form of marketing communication used to persuade an audience to take or continue some action, usually with respect to a commercial offering, or political or ideological support. In Latin, *ad vertere* means "to turn toward".

The distinction between advertising and PR is more easily made: advertising involves paying a medium (TV, radio, newspaper or magazine, for example) for airtime or column inches in which to put across a promotional message. The content of an ad is always controlled by the advertiser, unlike the content of editorial pages or programmes, which are controlled by journalists. Public relations practitioners try to persuade journalists to cover their products and services on the grounds of newsworthiness. An ad doesn't have to satisfy any news value – it just has to be legal and paid for. The Institute of Practitioners in Advertising defines advertising as follows: Advertising presents the most persuasive possible selling message to the right prospects for the product or service at the lowest possible cost. Here, the phrase 'selling message' distinguishes the two disciplines – PR aims not to increase sales, but to increase understanding. Sometimes, of course, understanding a product or service improves sales, but PR does not claim a direct causal link. However, there are grey areas: corporate advertising is where an organisation purchases space in a paper, magazine or broadcast programme to put across a general message about itself, not its products. This message might extol its efforts to be green or socially responsible, or it might put the management view in an industrial dispute or takeover. The content of the message is likely to be PR-driven, related to the corporate strategic aims of the organisation rather than product support.

Another grey area is the advertorial, where the space is bought, just like an ad, but is filled with a text and images very similar to the surrounding editorial. This is increasingly common in magazines and, although the word 'advertorial' is usually clear at the top of the page, it's in small print and the casual reader may well believe they are reading another article about, say, skincare products. As a result they may believe the text reflects the impartial view of the magazine rather than the more interested view of an advertiser. The strength of advertorials over advertisements is that their style and format give greater credibility to the products they are advertising, by explaining them in apparently objective terms through a third party, the journalist.

NOTE

an ad = an advertisement (a public promotion of some product or service)

II. Read and memorize the following words:

advertising – рекламирование, реклама

advertorial – объявление

airtime – эфирное время
 causal – случайный, непреднамеренный
 column – столбец
 credibility – достоверность, правдоподобие
 dispute – диспут, спор
 distinction – различие
 distinguish v. – выделить; различать
 editorial – редакционный, редакторский
 extol v. – превозносить
 impartial – беспристрастный
 legal – правовой
 newsworthiness – новостная ценность
 persuade v. – убеждать, склонить
 persuasive – убедительный
 practitioner – практик
 promotional – рекламный
 prospect – перспектива, планы на будущее
 satisfy v. – удовлетворять
 support – поддержка
 takeover – захват, переворот; вступление во владение

* * *

The Institute of Practitioners in Advertising – институт практиков в области рекламы

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

advertising, editorial, similar, distinguish, column, bought, persuade, casual, newsworthiness, practitioner.

II. *Find in the text English equivalents for the following word combinations and phrases, and write them out:*

убедить аудиторию; сила рекламодателей через рекламу; идеологическая поддержка; оплата средств массовой информации; за эфирное время или дюймы столбцов; через третью сторону; донести через рекламное сообщение; в отличие от содержания редакционных статей; практикующие специалисты по связям с общественностью; на основании новостной значимости; правильные перспективы; беспристрастный вид журнала; чтобы удовлетворить значение любой новости; доверие журналиста; это сообщение может превозносить свои усилия; в результате; не претендует на непосредственную причинную связь; быть цветущим и ответственным перед обществом; по отношению к коммерческому размещению (предложению).

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. What is advertising? 2. What is it used for? 3. Is it derived from a Latin or Greek word? 4. What is the distinction between advertising and PR? 5. Who are the content of an ad and the content of editorial pages or programmes controlled by? 6. What do public relations practitioners try to persuade journalists in? 7. What presents the most persuasive possible selling message to the right prospects for the product or service at the lowest possible cost? 8. Does PR aim to increase sales? 9. What do grey areas mean? 10. Why is the advertorial another grey area? 11. Why is the strength of advertorials over advertisements greater?

IV. *Find in the text and copy out sentences in which linking expressions **however**, **although** and **as a result** are used. What idea do they introduce? Translate the sentences with them.*

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the proper verb form and translate the sentences.*

1. Media enterprises their services in form of content like information and entertainment, as well as in form of advertising space. 2. Internationally, the largest ("big four") advertising conglomerates Interpublic, Omnicom, Publicis, and WPP. 3. There is no intention the reader into confusing the advertising message with a news or feature report. 4. Advertising at the front of delivering the proper message to customers and prospective customers. 5. The ultimate goal of sales promotions is potential customers to action. 6. Online advertising is a form of promotion that the Internet and World Wide Web for the purpose of delivering marketing messages to attract customers. 7. Although many Internet users search for ideas and products search engines and mobile phones, a large number of users around the world still use the address bar.

(**Missing verbs:** *uses, to mislead, sell, to stimulate, using, are, expressed, is*)

II. *Write down all possible questions to the following sentence:*

Virtual advertisements may be inserted into regular programming through computer graphics.

III. *a) Find in the above text adjectives in the comparative and superlative degrees, write out phrases with them. b) Form the degrees of comparison of the following adjectives:*

grey, general, bad, stark, simple, promotional, many, impartial, small, good, ideological, possible, persuasive, credible, responsible, conscious, vast, prospective, controversial.

SPEAKING:

I. *Study the following passage. Be ready to speak about the purpose of advertising.*

The purpose of advertising is to convince customers that a company's services or products are the best, enhance the image of the company, point out and create a need for products or services, demonstrate new uses for established products, announce new products and programs, reinforce the salespeople's individual messages, draw customers to the business, and to hold existing customers.

The purpose of advertising may also be to reassure employees or shareholders that a company is viable or successful. Advertising messages are usually paid for by sponsors and viewed via various old media, including mass media such as a newspaper, magazines, television advertisement, radio advertisement, outdoor advertising or direct mail; or new media such as blogs, websites or text messages.

Commercial advertisers often seek to generate increased consumption of their products or services through "branding", which involves associating a product name or image with certain qualities in the minds of consumers. Non-commercial advertisers who spend money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. Nonprofit organizations may rely on free modes of persuasion, such as a public service announcement (PSA).

Modern advertising was created with the innovative techniques introduced with tobacco advertising in the 1920s, most significantly with the campaigns of Edward Bernays, which is often considered the founder of modern, Madison Avenue advertising. In 2010, spending on advertising was estimated at \$143 billion in the United States and \$467 billion worldwide.

(From Wikipedia, the free encyclopedia)

II. *Comment upon the following problem. Share opinions.*

Have you ever thought about the role of advertising in our lives? At present it's almost everywhere: we see or hear a lot of advertisements on the TV sets, in the underground, on billboards, in newspapers and in the public transport. Today it's almost impossible to imagine our lives without advertisements. Don't you think so?

III. *What is your favourite advert at the moment? Why do you like it?*

TEXT 2**PUBLIC SERVICE ADVERTISING**

I. *Read and translate the text.*

The advertising techniques used to promote commercial goods and services can be used to inform, educate and motivate the public about non-commercial issues, such as HIV/AIDS, political ideology, energy conservation and deforestation.

Advertising, in its non-commercial guise, is a powerful educational tool capable of reaching and motivating large audiences. The phrase "Advertising justifies its existence when used in the public interest – it is much too powerful a tool to use solely for commercial purposes" is attributed to Howard Gossage by David Ogilvy.

Public service advertising, non-commercial advertising, public interest advertising, cause marketing, and social marketing are different terms for (or aspects of) the use of sophisticated advertising and marketing communications techniques (generally associated with commercial enterprise) on behalf of non-commercial, public interest issues and initiatives.

Virtually any medium can be used for advertising. Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards; radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches, human billboards and forehead advertising, magazines, newspapers, town criers, sides of buses, banners attached to the sides of airplanes ("logojets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, doors of bathroom stalls, stickers on apples in supermarkets, shopping cart handles (grabertising), the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising.

Radio advertisements are broadcast as radio waves to the air from a transmitter to an antenna and thus to a receiving device. Airtime is purchased from a station or network in exchange for airing the commercials. While radio has the limitation of being restricted to sound, proponents of radio advertising often cite this as an advantage. Radio is an expanding medium that can be found on air, and also online.

Press advertising describes advertising in a printed medium such as a newspaper, magazine, or trade journal. This encompasses everything from media with a very broad readership base, such as a major national newspaper or magazine, to more narrowly targeted media such as local newspapers and trade journals on very specialized topics. A form of press advertising is classified advertising, which allows private individuals or companies to purchase a small, narrowly targeted ad for a low fee advertising a product or service. Another form of press advertising is the display ad, which is a larger ad (which can include art) that typically runs in an article section of a newspaper.

Billboards are large structures located in public places which display advertisements to passing pedestrians and motorists. Most often, they are located on main roads with a large amount of passing motor and pedestrian traffic; however, they can be placed in any location with large amounts of viewers, such as on mass transit vehicles and in stations, in shopping malls or office buildings, and in stadiums.

(From Wikipedia, the free encyclopedia)

Commentary

HIV/AIDS (ВИЧ/СПИД): Human immunodeficiency virus infection (HIV) and acquired immune deficiency syndrome (AIDS) is a spectrum of conditions caused by infection with the human immunodeficiency virus.

David Ogilvy was one of the true giants of advertising. His name is often mentioned alongside other advertising legends like Leo Burnett, Bill Bernbach, and Howard Luck Gossage. “The Father of Advertising” or “the original Mad Man” as he is known today, founded the agency Ogilvy & Mather in 1948 when he was just 37 years old. Today, it has more than 450 offices in 169 cities.

Howard Luck Gossage (1917-1969): A copywriter who influenced ad makers worldwide, Gossage drifted into advertising at age 36 in San Francisco and opened his agency in 1957 to create riveting "conversations" with consumers. Gossage's copy served Land Rover, Scientific American's International Paper Airplane Competition, Eagle shirts, Paul Masson wines, the Sierra Club, Qantas Airways, and Petrofina Oil Co. Even David Ogilvy loved the Gossage headline: "At 60 miles an hour the loudest noise in this new Land Rover comes from the roar of the engine."

II. Read and memorize the following words:

attribute to *v.* – приписывать (*чему-либо, кому-либо*)

banner – *ам.* заголовок крупными буквами

broadcast (broadcast) *v.* – передавать по радио (телевидению)

cart – тележка

deforestation – вырубка леса

diaper – узорчатое полотно

disposable – такой, которым можно располагать; свободный

educate *v.* – воспитывать, давать образование

encompass *v.* – заключать (в себе)

fee – гонорар, вознаграждение

for airing – для обнародования

guise – личина, маска, предлог

include *v.* – включать

on behalf of – от имени

pedestrian – пешеход

pop up – неожиданное появление (на экране)

promote *v.* – содействовать распространению

purchase *v.* – покупать, приобретать

rack – вешалка

receipt – квитанция

solely – исключительно

sophisticated – искушённый в жизненных делах; лишённый наивности

shopping mall – торговый центр, универмаг

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

initiative, virtually, encompass, technique, pedestrian, behalf, forehead, viewer, targeted, non-commercial.

II. *Translate and memorize the following word combinations and phrases:*

to promote commercial goods and services, in its non-commercial guise, a powerful educational tool, pedestrian traffic, for commercial purposes, different terms for the use, virtually can be used, on behalf of non-commercial initiatives, web banners, in exchange for airing the commercials, an expanding medium, stickers on apples, large amounts of viewers, for a low fee.

III. *Write some problem questions to the above text for class discussion.*

IV. *Find in the above text antonyms of the following words:*

ineffectual, to exclude, small, incapable, seldom, to sell, narrow, minor, nothing, commercial.

V. *Find in the text and copy out sentences in which prepositions **through** and **from** are used. Translate them.*

VI. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete and translate:*

Word-building: friend <i>n.</i> + ship = friendship (<i>abstract noun</i>)

relation, citizen, apprentice, censor, owner, leader, member, scholar, fellow, kin, companion, dictator, sponsor, protector, seaman, master, partner, lord.

II. *Find in the above text and copy out the sentence containing an abstract noun with the suffix -ship and translate it.*

III. *Ask all types of questions to the following sentence:*

Howard Gossage opened his agency in San Francisco in 1957.

IV. *Complete the following sentences using the words from the box:*

face mass on around viewpoint generally ingrained

1. Public service advertising is designed to inform the public issues that are frequently considered to be in the general best interests of the community at large. 2. Public service advertising typically reflects a political , philosophical theory, religious concept or humanitarian notion. 3. When a person recognizes a familiar on the television screen or on a billboard he will naturally look and at least read the message. 4. These ads were effective because once you get the image in your mind it is difficult to forget about it. 5. Non-profit groups and government agencies commonly team up with private media, promotion and advertising firms to produce spots for radio, television and print media. 6. Public service advertising campaigns are widespread the world. 7. This advertising is produced and distributed on a cooperative basis by governmental agencies or non-profit organizations.

V. Translate the following sentences into English:

1. Для того, чтобы рекламное сообщение достигло своей цели, нужно учитывать особенности целевой аудитории. 2. Пресса является самым традиционным способом распространения рекламного сообщения. 3. Популярность социальных сетей, форумов и блогов сделала их основными площадками для обмена мнениями по всем вопросам, включая покупки тех или иных товаров и услуг. 4. Реклама – это часть маркетинговых коммуникаций, в рамках которой производится оплаченное спонсором распространение неперсонализированной информации, с целью привлечения внимания к объекту рекламирования. 5. Политическая реклама часто выступает как средство борьбы за избирателей, за их голоса. 6. Интересы общества в целом требуют оградить потребителей от ложной и недобросовестной рекламы.

SPEAKING:

I. Study the following information. What is your opinion on the topic?

Infomercials

An infomercial is a long-format television commercial, typically five minutes or longer. The word "infomercial" is a portmanteau of the words "information" and "commercial". The main objective in an infomercial is to create an impulse purchase, so that the target sees the presentation and then immediately buys the product through the advertised toll-free telephone number or website. Infomercials describe, display, and often demonstrate products and their features, and commonly have testimonials from customers and industry professionals.

II. If you had enough some of money to spend on advertising, what headline would you choose to create riveting "conversations" with your consumers. Give your reasons.

III. Advertise the educational institution you are studying at. What do you like there?

TEXT 3

ADVERTISEMENTS AND PUBLIC RELATIONS

I. Read and translate the text.

Organizations need to pay for every single advertisement aired on television or radio. Organizations also need to buy space/slots in various newspapers, TV channels, radio channels to advertise about their organization, product and service. Public relations experts strive hard to gain publicity for their organization without spending much. They organize various events, functions, shows, give interviews to media people in order to create awareness about their organization and its products and services among stakeholders, investors, partners, and target audience. Organizations even hire celebrities or famous personalities who are popular among the crowd to enhance their reputation.

Organizations have to pay for every advertisement and thus have a control over its content. The creative team of every organization has a full control of what goes into the advertisement. This however does not happen in case of public relations.

As a public relations expert, you might give an impressive interview highlighting the USPs of your organization's products and services, but it entirely depends on media people whether they telecast the complete interview or not. They have no obligation towards you and your organization.

Advertisements generally have a longer shelf life as compared to press releases. A magazine can't publish your interview or article daily or three or four times in a row whereas consumers can view advertisements several times a day. They can recall a product immediately when they see the advertisement. People can relate more with the advertisements as compared to newsletters, press releases, video releases and so on. Advertisements make a product as well as an organization popular among the end-users.

Public relations experts need to be extremely creative and always on their toes. They must master the art of putting thoughts into meaningful words which create desired impact in the minds of potential customers. Public relations experts are the face of an organization and it is really essential for them to be prepared to face several questions from the media, stakeholders and end-users with a smile. A public relations expert needs to meet several people in a single day and he just can't complain. The exposure is more in case of public relations than in advertising.

Organizations need to shell out handsome money for a simple advertisement on billboard or for an advertisement aired during prime slots. They have to pay irrespective of whether their advertisement gets noticed or not. Public relations methods are more cost effective as compared to advertising. Public relations activities, if planned carefully go a long way in creating a buzz among potential customers. A public relations expert has to plan out an event where he has the chance of addressing a large gathering. This way he gets a better opportunity to directly interact with the potential customers and promote his products or services. He reaches to a wider audience in much lesser costs in public relations as compared to a

television or radio advertisement. Smaller organizations thus largely depend on public relations activities for maintaining and enhancing the reputation.

(by Jim Macnamara)

Commentary

USP: The **unique selling proposition** or a unique selling point is a marketing first proposed as a theory to explain a pattern in successful advertising campaigns of the early 1940s.

II. Read and memorize the following words:

- air v. – передавать по радио (телевидению), транслировать
- awareness – осведомлённость, информированность, информирование
- buzz – шумиха, ажиотаж, суэта
- complain v. – выражать недовольство, жаловаться
- entirely – исключительно, совершенно
- exposure – подвергание (риску, опасности)
- gain v. – получить, приобрести, добиться
- immediately – сразу, непосредственно, немедленно
- irrespective of – независимо от
- largely – в основном, во многом
- meaningful – содержательный, конструктивный, осмысленный
- newsletter – информационный бюллетень, информационная рассылка
- obligation – обязательство, обязанность, долг
- opportunity – возможность, шанс, перспектива
- recall v. – вспоминать, помнить, припомнить, напомнить
- relate with v. – устанавливать отношение между чем-либо
- row – строка, ряд
- shell out v. – раскошелиться, выложить
- slot – щель, вставка, “окно”
- strive v. – прилагать все усилия, стремиться

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

advertise, advertisement, immediately, toe, without, interview, carefully, compared, awareness, entirely.

II. Find in the text English equivalents for the following word combinations and phrases, and write them out:

целевая аудитория; улучшить репутацию; полный контроль; несколько раз в день; быть лицом организации; проходить длинный путь; выложить щедрые деньги; выступая при большом скоплении; конечные пользователи; не трата много; содержательные слова; чтобы получить огласку; желаемое воздействие на умы; нанимать знаменитостей или известных личностей; с улыбкой; продви-

гать продукцию или услуги; очень долго лежать на полке; быть очень творческим и всегда активным; без страха отвечать на несколько вопросов.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. Why do organizations need to pay for every single advertisement aired on television or radio? 2. Who strives hard to gain publicity for their organization without spending much? 3. What do they organize in order to create awareness about their organization? 4. Why do organizations even hire celebrities or famous personalities? 5. Who has a control over the content of every advertisement? 6. What depends on media people? 7. Why do advertisements generally have a longer shelf life as compared to press releases? 8. Do public relations experts need to be extremely creative and always on their toes? 9. Why must they master the art of putting thoughts into meaningful words? 10. Why is the exposure more in case of public relations than in advertising? 11. Is public relations more cost effective as compared to advertisements? Explain why. 12. Who gets a better opportunity to directly interact with the potential customers and promote his products or services?

IV. *Find in the text and copy out sentences in which prepositions **into** and **for** are used. Translate them.*

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the proper verb form and translate the sentences.*

1. The term *USP* has used to describe one's "personal brand" in the marketplace. 2. This term was by a television advertising pioneer Rosser Reeves of Ted Bates & Company. 3. The most basic form of media content analysis positive, negative, and neutral ratings. 4. This categorisation is done on the belief that positive coverage supports achievement of objectives. 5. His article may in media that do not reach target audiences. 6. The magazine your interview in a row yesterday. 7. Public relations pioneer Edward Bernays the creation and use of press releases.

(**Missing verbs:** *is, published, been, refined, appear, developed, based*)

II. *Explain in English the meaning of:*

an advertisement, public relations, an interview, publicity, creative.

III. *Ask all types of questions to the following sentence:*

Organizations have to pay for every advertisement.

IV. *Fill in prepositions:*

1. A newsletter is a regularly distributed publication that is generally one main topic of interest to its subscribers. 2. Newsletters are often distributed schools to inform parents about things that happen in that school. 3. Some newsletters are created as money-making ventures and sold directly subscribers. 4. Public organizations emit newsletters order to improve or maintain their reputation in the society. 5. A press release is a written or recorded communication directed at members the news media. 6. A press release provides reporters an information subsidy containing the basics needed to develop a news story.

Keys: *of, in, about, with, at, to.*

SPEAKING:

I. Study the following information. What is your opinion on the topic?

Celebrity Branding

This type of advertising focuses upon using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or products. Advertisers often advertise their products, for example, when celebrities share their favorite products or wear clothes by specific brands or designers.

Celebrities are often involved in advertising campaigns such as television or print adverts to advertise specific or general products. The use of celebrities to endorse a brand can have its downsides, however; one mistake by a celebrity can be detrimental to the public relations of a brand. For example, following his performance of eight gold medals at the 2008 Olympic Games in Beijing, China, swimmer Michael Phelps' contract with Kelloggs was terminated, as Kellogg's did not want to associate with him after he was photographed smoking marijuana. Celebrities such as Britney Spears have advertised for multiple products including Pepsi, Candies from Kohl's, Twister, and Toyota.

II. Imagine you are a clerk of a company. Advertise your product.

III. What different methods of advertising do you know? Which do you think is the most effective?

TEXT 4

LOBBY

I. Read and translate the text.

Lobbying (also lobby) is the act of attempting to influence decisions made by officials in the government, most often legislators or members of regulatory agencies. Lobbying is done by many types of people, associations and organized groups, including individuals in the private sector, corporations, fellow legislators or government officials, or interest groups.

Lobbyists may be among a legislator's constituencies, meaning a voter or block of voters within his or her electoral district, or not; they may engage in lobbying as a business, or not. Professional lobbyists are people whose business is trying to influence legislation on behalf of a group or individual who hires them. Individuals

and nonprofit organizations can also lobby as an act of volunteering or as a small part of their normal job. Governments often define and regulate organized group lobbying that has become influential.

This system is a very important resource that governments use – and it could be argued abuse – for keeping control of information flows to the media and hence to the general public. It is also clear, despite claims to the contrary by those who have utilised it, that it is a unique system within Western democracies. This does not mean that other governments do not attempt to manage information – of course they do – but it is normal practice to appoint a party political spokesperson who openly represents the government position and is attributable.

The ethics and morality of lobbying are dual-edged. Lobbying is often spoken of with contempt when the implication is that people with inordinate socioeconomic power are corrupting the law (twisting it away from fairness) in order to serve their own interests. When people who have a duty to act on behalf of others, such as elected officials with a duty to serve their constituents' interests or more broadly the public good, stand to benefit by shaping the law to serve the interests of some private parties a conflict of interest exists. Many critiques of lobbying point to the potential for conflicts of interest to lead to agent misdirection or the intentional failure of an agent with a duty to serve an employer, client, or constituent to perform those duties. The failure of government officials to serve the public interest as a consequence of lobbying by special interests who provide benefits to the official is an example of agent misdirection.

In contrast, another side of lobbying is making sure that others' interests are critique defended against others' corruption, or even simply making sure that minority interests are fairly defended against mere tyranny of the majority. For example, a medical association may lobby a legislature about increasing the restrictions in smoking prevention laws, and tobacco companies lobby to reduce them: the first regarding smoking as injurious to health and the second arguing it is part of the freedom of choice.

All the national newspapers and television and radio broadcasters are represented in the Lobby. Clearly the Lobby works well for the media, in the sense that it is relatively easy to obtain a news 'story' in time for the evening news or the morning editions. It also works well for the government of the day by providing a system of information management which allows it to control and structure the media's political news agendas.

II. Read and memorize the following words:

abuse – злоупотребление

attempt v. – пытаться, предпринимать

be dual-edged – *перен.* быть обоюдоострым

claim – иск, претензия

contempt – презрение

constituency – избирательный округ, электорат

defend v. – отстаивать, поддерживать (мнение)

define v. – определять

engage v. – заниматься

fairly – справедливо

injurious – вредный

legislator – законодатель

legislature – законодательная власть

lobby v. – *ам.* пытаться воздействовать на членов парламента в пользу того или иного законопроекта

mere – простой

on behalf of – от имени

prevention – предотвращение

volunteering – добровольчество, волонтерство

voter – избиратель

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

critique, tyranny, legislature, consequence, failure, corruption, injurious, lobbyist, fairly, attributable.

II. *Find in the text English equivalents for the following word combinations and phrases, and write them out:*

интересы меньшинства; влиять на решения; вредно для здоровья; назначить партийно-политического представителя; группы по интересам; от имени человека, который нанимает их; коллеги – законодатели; можно утверждать о злоупотреблении; не пытаются управлять информацией; кто открыто представляет позицию правительства; повестка дня для политических новостей средств массовой информации; умышленное бездействие; отворачивая его (закон) от справедливости; чтобы служить интересам своих избирателей; стараются выиграть от создания закона; указывают на возможность конфликтов; законы по профилактике курения.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. What is lobby? 2. Who is lobbying usually done by? 3. What are professional lobbyists? 4. Do governments define and regulate organized group lobbying? 5. Why is this system a very important resource? 6. Do all governments attempt to manage information? 7. Why are the ethics and morality of lobbying dual-edged? 8. What do many critiques of lobbying point to? 9. Is the failure of government officials to serve the public interest as a consequence of lobbying by special interests an example of agent misdirection? 10. What another side of lobbying do you know? Give an example. 11. Are all the national newspapers and television and radio broadcasters represented in the Lobby? 12. Does the Lobby work well for the media and the government? Why?

IV. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. Choose the correct alternative in each of the following sentences.

1. Virtually any medium can be used for *advertising* / *crowd manipulation*.
2. More and more people live in a *customer* / *consumer* society.
3. Television programmes are regularly interrupted by *commercials* / *announcements*.
4. The *spokesperson* / *legislator* travels to target cities and spreads the word about a product or service.
5. The streets of our cities are full of *advertisements* / *propaganda*.
6. In some fashion magazines there is more *publicity* / *advertising* than there are articles.
7. The *launch* / *take off* of an advertising *campaign* / *attack* for a new premiere in the famous theater was accompanied by massive *fame*/*publicity*.
8. Products with well-known *logos* / *brands* are always very popular.

II. Some of the following sentences have mistakes in the use of the verb forms. Correct those you think are wrong, using present simple, past simple or present perfect forms. Use the italicized time expressions to help you.

Example: *All my life*, I loved going to the cinema. – Wrong.

All my life, I have loved going to the cinema.

1. This public relations specialist *already* established and maintained relationships with an organization's target audience.
2. *During the 1990s* specialities for communicating to certain audiences emerged, such as investor relations or technology PR.
3. One of the most famous campaigns of Bernays has been the women's cigarette smoking campaign *in 1920s*.
4. *All my life*, I work with various media for the purpose of informing the public of an organization's policies.
5. The first modern colour prints began to be produced *around the year 1850*.
6. This is the most effective political poster he *ever* designed to protest against the atomic bomb.
7. *In recent times*, the Internet becomes the latest and most popular mass medium.
8. Commercial advertisers have *usually* sought to generate increased consumption of their products or services through "branding".

III. Ask all types of questions to the following sentence:

This group of persons will be engaged in trying to influence legislators or other public officials in favor of a specific cause.

IV. Find in the text and copy out sentences in which linking expressions **despite**, **in contrast**, **such as** and **for example** are used. What idea do they introduce? Translate the sentences with them.

V. *Read the sentences below. Choose the correct form.*

1. Print media use a physical object ***such as / for example*** a newspaper, book, pamphlet or comics, to distribute their information.

2. ***In contrast/ despite***, the organization hired public relations experts who created its positive image in the minds of target audiences through arguments and reasoning.

3. He was not satisfied, ***in contrast / despite*** creating a positive image of this brand in the minds of target audiences.

4. ***For example / Such as***, a public relations expert showed how communication technologies enabled organizations to increase their public influence.

5. ***Such as/ For example***, the expansion of public relations activity has been accompanied by an increasing reliance upon media management strategies.

6. ***Despite / In contrast*** bitter internal conflicts, she became the leader of the party.

7. ***In contrast / Despite***, this type of advertising focuses upon using celebrity fame and popularity.

8. Ministers were frequently sacked for being disloyal, ***despite/ in contrast*** disagreeing with the Prime Minister.

9. Nonprofit organizations rely on free modes of persuasion, ***such as / for example*** a public service announcement.

VI. *Which of the linking expressions in Exercise V:*

a) *introduces a contrasting idea?*

b) *introduces clarification?*

SPEAKING:

I. *Do you agree with such definition? Share your opinions on the topic.*

Lobbying refers to the activities of individuals, acting either for themselves or on behalf of others, that attempt to influence political decision makers. Lobbying as an activity is usually informal, that is, communication between lobbyists and political decision makers is seldom public. Lobbying has come to be synonymous with so-called special interests, the implication being that lobbying and lobbyists somehow work against "the will of the people."

(From Encyclopedia of Business)

II. *Comment on the following.*

The main aim of advertisers is to attract your attention and then to make you buy this or that product whether you like it or not. There are intrusive advertisements for example those on the TV; in such a case you understand the aims of advertisers and it's more difficult for them to make you buy their product. The only way to make you buy it is to persuade you with the help of logical arguments that you really need it.

III. *Think what you would do, wear if you were a famous personality.*

UNIT V

TEXT 1 REPUTATION

I. Read and translate the text.

Reputation of a social entity (a person, a social group, an organization) is an opinion about that entity, typically a result of social evaluation on a set of criteria. It is important in business, education, online communities, and many other fields. Reputation may be considered as a component of identity as defined by others.

Reputation is known to be a ubiquitous, spontaneous, and highly efficient mechanism of social control in natural societies. It is a subject of study in social, management and technological sciences. Its influence ranges from competitive settings, like markets, to cooperative ones, like firms, organizations, institutions and communities. Furthermore, reputation acts on different levels of agency, individual and supra-individual. At the supra-individual level, it concerns groups, communities, collectives and abstract social entities (such as firms, corporations, organizations, countries, cultures and even civilizations). It affects phenomena of different scales, from everyday life to relationships between nations. Reputation is a fundamental instrument of social order, based upon distributed, spontaneous social control.

Until very recently the cognitive nature of reputation was substantially ignored. This has caused a misunderstanding of the effective role of reputation in a number of real-life domains and related scientific fields. In the study of cooperation and social dilemmas, the role of reputation as a partner selection mechanism started to be appreciated in the early 1980s.

Working toward such a definition, reputation as a socially transmitted (meta-) belief (i.e., belief about belief) concerns properties of agents, namely their attitudes toward some socially desirable behaviour, be it cooperation, reciprocity, or norm-compliance.

Reputation plays a crucial role in the evolution of these behaviours: reputation transmission allows socially desirable behaviour to spread. Rather than concentrating on the property only, the cognitive model of reputation accounts also for the transmissibility and therefore for the propagation of reputation.

A recommendation can be extremely precise; in the stock market, for example, an adviser, when discussing the reputation of a bond, can supplement his informed opinion with both historical series and current events. On the other hand, in informal settings, gossip, although vague, may contain precious hints both to facts ("I've been told this physician has shown questionable behaviour") and to conflicts taking place at the information level (if a candidate for a role spreads defamatory about another candidate, who should you trust?).

Moreover, the expression "it is said that John Smith is a cheater" is intrinsically a reputation spreading act, because on the one hand it refers to a (possibly false) common opinion, and on the other hand the very act of saying "it is said" is self-assessing, since it provides at least one factual occasion when that something is said,

exactly for the fact the person who says so (the gossip), while appearing to spread the saying a bit further, may actually be in the phase of initiating it.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

account v. for – служить причиной чего-л., объяснять

affect v. – влиять, воздействовать

appreciate v. – оценивать

cheater – мошенник, обманщик, жулик, шулер

cognitive – познавательный

concern v. – касаться, относиться

consider v. – рассматривать, изучить, обдумать

defamatory – клеветнический, дискредитирующий

desirable – желательный, целесообразный

entity – организация, предприятие, субъект

evaluation – оценка, оценивание

furthermore – кроме того, более того

gossip – сплетня, болтовня, злословие

hint – намёк

intrinsically – неразрывно, изначально

norm-compliance – соответствие нормам

precious – манерно-изысканный

precise – точный, чёткий

range v. from – колебаться в известных пределах

reciprocity – взаимность, обоюдность, взаимопомощь, взаимодействие

related – связанный, относящийся

self-assessing – самооценка

substantially – существенно, значительно, основательно

transmissibility – передаваемость

ubiquitous – повсюду, повсеместный

vague – неопределённый, туманный, неясный, непонятный

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

evaluation, behaviour, ubiquitous, precise, supra-individual, although, criteria, furthermore, spontaneous, compliance.

II. Find in the text English equivalents for the following word combinations and phrases, and write them out:

более того; репутация социального субъекта; сплетник; конкурентные параметры; на различных уровнях учреждения; начала оцениваться; весьма высокоэффективный механизм социального контроля; смежные научные области; явления разных масштабов; общественная оценка; познавательная модель репутации; при возникновении распространения сказанного; на фондовом рынке;

один фактический случай; до недавнего времени; была по существу проигнорирована; неразрывно является актом распространения репутации; основной инструмент общественного порядка; непонимание эффективной роли репутации; распространённое мнение; могут содержать манерно-изысканные намёки; распространяет клевету о другом кандидате; в неформальной обстановке.

III. *Ask your own questions to the text for class discussion.*

IV. *Find in the text synonyms of the following words:*

associated, various, choice, decisive, lately, conduct, incorrect, fame, to hold.

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete and translate:*

Word-building: differ v. + ent = different adj.
--

depend, exist, insist, persist, cohere, reminisce, coincide, consist, provide, string, respond, impend, emerge.

II. *Find in the above text and copy out sentences containing adjectives with the suffix -ent, translate them.*

NOTE:

A limited number of nouns have irregular plural forms, for example, some words of Greek or Latin origin. They have kept their own plural endings:

calculus - calculi

III. *Give the correct form of the plural of the given borrowed nouns:*

analysis, crisis, thesis, formula, datum, referendum, memorandum, medium, corrigendum.

IV. *Give the singular of each of the following:*

bases, hypotheses, media, stimuli, indices, spectra, fora, millennia.

V. *Find in the above text and copy out sentences in which irregular plural forms are used, translate them.*

VI. *Complete the following sentences using the words from the box:*

towards its of as such most itself
--

1. There are many different and often conflicting models reputation. 2. Behaviors as advocacy, commitment and cooperation are key positive outcomes of a positive reputation. 3. The consequences of reputation reside in the behaviors that stakeholders demonstrate a company. 4. Reputation is one of the valuable forms of "capital" of a company. 5. He acquired a reputation a public relations expert before he started creating the positive image of the organization. 6. A person's reputation is as fragile and vulnerable as human life (Robert Traver) 7. Many companies rely on reputation transfer as a means of transferring the good reputation of a company and existing products to new markets and new products.

VII. *Find in the above text and copy out sentences in which linking expressions **therefore, on the other hand, moreover, furthermore** and **namely** are used. What idea do they introduce? Translate the sentences with them.*

SPEAKING:

I. *Discuss the following questions. Use the topical vocabulary.*

- 1) What constitutes a 'good' reputation?
- 2) If your friend spreads defamatory information about you, would you trust him?
- 3) What do you think would improve the standing of public relations in society?

II. *Study the following information. What is your opinion on the topic?*

Reputation

Better regarded companies build their reputations by developing practices that integrate economic and social considerations into their competitive strategies. They not only do things right – they do the right things. In doing so, they act like good citizens. They initiate policies that reflect their core values; that consider the joint welfare of investors, customers, and employees; that invoke concern for the development of local communities; and that ensure the quality and environmental soundness of their technologies, products and services.

TEXT 2

REPUTATION MANAGEMENT

I. *Read and translate the text.*

Many businesses have public relations departments dedicated to managing their reputation. In addition, many public relations firms describe their expertise in terms of reputation management. The public relations industry is growing due to the demand for companies to build corporate credibility and hence reputation. Incidents which damage a company's reputation for honesty or safety may cause serious damage to finances. For example, in 1999 Coca-Cola lost \$60 million (by its own

estimate) after schoolchildren reported suffering from symptoms like headaches, nausea and shivering after drinking its products.

Despite the rising interest in reputation, few companies have reputation officers. Although many companies will say company reputation is the job of the CEO, managing reputation is a daily function and can best be given to an individual in the organization.

For example, Hoover's has a list of officers with the term "reputation" in their titles. *Foro de Reputación Corporativa* is a group of 11 companies in Spain that has reputation officers. Despite the great interest in reputation, there only remain 25 or fewer people as reputation officers. Some would argue reputation-building and protection is the job of the CEO and not any direct report. Others would say that the CEO has too many responsibilities to focus on reputation.

Reputation can be managed, accumulated and traded in for trust, legitimization of a position of power and social recognition, a premium price for goods and services offered, higher customer loyalty, a stronger willingness among shareholders to hold on to shares in times of crisis, or a stronger readiness to invest in the company's stock. Therefore, reputation is one of the most valuable forms of "capital" of a company.

According to Joachim Klewes and Robert Wreschniok, delivering functional and social expectations of the public on the one hand and manage to build a unique identity on the other hand creates trust and this trust builds the informal framework of a company. This framework provides "return in cooperation" and produces reputation capital. A positive reputation will secure a company or organization long-term competitive advantages. The higher the Reputation Capital, the less the costs for supervising and exercising control.

The stakeholder theory says corporations should be run for the benefit of all "stakeholders," not just the shareholders. Stakeholders of a company include any individual or group that can influence or is influenced by a company's practices. The stakeholders of a company can be suppliers, consumers, employees, shareholders, financial community, government, and media. Companies must properly manage the relationships between stakeholder groups and they must consider the interest(s) of each stakeholder group carefully. Therefore, it becomes essential to integrate public relations into corporate governance to manage the relationships between these stakeholders which will enhance the organization's reputation. Corporations or institutions which behave ethically and govern in a good manner build reputational capital which is a competitive advantage. According to Fombrun, a good reputation enhances profitability because it attracts customers to products, investors to securities and employees to its jobs.

A company's reputation is an asset and wealth that gives that company a competitive advantage because this kind of a company will be regarded as a reliable, credible, trustworthy and responsible for employees, customers, shareholders and financial markets.

Reputation is a reflection of companies' culture and identity. Also, it is the outcome of managers' efforts to prove their success and excellence. It is sustained through acting reliably, credibly, trustworthily and responsibly in the market. It can

be sustained through consistent communication and interaction with stakeholders internally and externally with key stakeholder groups. This directly influences a public company's stock prices in the financial market. Therefore, this reputation makes a reputational capital that to become socially acceptable. As a consequence, public relations must be used in order to establish long lasting relationships with the stakeholders, which will enhance the reputation of the company.

(From Wikipedia, the free encyclopedia)

Commentary

Hoover is a surname, an Anglicized form of the German Huber, originally designating a landowner or a prosperous small farmer.

The Foro de Reputación Corporativa (fRC, Corporate Reputation Forum) is a not-for-profit organisation founded in September 2002 by Agbar, BBVA, Telefónica and Repsol-YPF, as a place for encounters, analysis and dissemination of corporate reputation trends, tools and management models.

The fRC's interest in reputation arises from its conviction of its impact in creating value for the companies making it up and their interest groups. The fRC has a revolving chair and secretariat, such functions are carried on by a different member company each year.

CEO: A chief executive officer describes the position of the most senior corporate officer (executive) or administrator in charge of managing a for-profit organization. The CEO of a corporation or company typically reports to the board of directors and is charged with maximizing the value of the entity.

II. Read and memorize the following words:

- argue v. – спорить, аргументировать
- asset – актив; ценное качество
- behave v. – вести себя, поступать
- benefit – выгода, польза
- cause v. – быть причиной; заставлять
- credibility – доверие
- demand – спрос, потребность, требование
- due to – из-за, вследствие, по причине
- enhance v. – повышать, улучшать
- framework – структура, основа
- headache – головная боль
- hence – следовательно
- honesty – честность, правдивость
- incident – инцидент, происшествие
- legitimization – узаконивание, легитимация
- long-term – долгосрочный, длительный
- nausea – тошнота, морская болезнь
- on the one hand – с одной стороны
- on the other hand – с другой стороны

properly – должным образом, правильно
remain v. – оставаться
responsibility – ответственность
shareholder – акционер
stakeholder – заинтересованная сторона, посредник
suffer from v. – страдать, испытывать, терпеть
sustain v. – поддерживать
trade v. – обменивать(ся), использовать в личных целях
unique – уникальный, замечательный в своём роде
willingness – готовность

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

nausea, headache, legitimization, unique, government, ethically, success, employee, shareholder, shivering, readiness.

II. *Find in Text 2 English equivalents for the following word combinations and phrases and write them out:*

отражение культуры и самобытности компаний; ведомства по связям с общественностью; повредить репутации компании; построить корпоративное доверие; конкурентное преимущество; сосредоточиться на репутации; репутация может накапливаться и обмениваться на доверие; страдающие от симптомов; легитимация позиции силы; доказать свой успех и превосходство; в период кризиса; самые ценные; на благо всех заинтересованных сторон; достоверно и ответственно; несмотря на большую заинтересованность в репутации; создаёт доверие; управлять отношениями должным образом; через последовательную коммуникативную деятельность.

III. *Answer the following questions using the words and phrases from Exercise II:*

1. What departments do many businesses have? 2. The public relations industry is growing due to the demand for companies to build corporate credibility and reputation, isn't it? 3. What may incidents which damage a company's reputation for honesty or safety cause? Give an example. 4. How many reputation officers do companies have? 5. Who is a daily function of managing reputation usually given to in the organization? 6. What organization is a group of 11 companies that has reputation officers? 7. Why is reputation one of the most valuable forms of "capital" of a company? 8. What builds the informal framework of a company according to Joachim Klewes and Robert Wreschniok? 9. Why will a positive reputation secure a company or organization long-term competitive advantages? 10. Which theory says that corporations should be run for the benefit of all "stakeholders," not just the shareholders? 11. Why does it become essential to integrate public relations into corporate governance to manage the relationships between the stakeholders? 12. What corporations or institutions can build reputational capital? 13. Is it a

competitive advantage? 14. When will a company be r Unit V. **RÉPUTATION**
trustworthy and responsible for employees, customers, shareholders and financial
markets? 15. What is a reflection of companies' culture and identity? 16. What must
be used in order to establish long lasting relationships with the stakeholders, which
will enhance the reputation of the company?

IV. Find in the text and copy out sentences in which prepositions **between** and
among are used. Translate them.

V. Find in the above text synonyms of the following words:
owing to, secure, to withstand, successive, duly, to consider, pupils.

VI. Retell the above text using as many of the word combinations and phrases
from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Complete and translate:

Word-building:	bright <i>adj.</i> + ness = brightness <i>n.</i>
-----------------------	--

abrupt, aware, dark, large, mean, open, light, friendly, persuasive, quick, quiet,
rich, sick, unique, innovative, abstractive, sensitive, loud.

II. Find in the above text nouns with the suffix **-ness**, copy them out and
translate.

III. Choose the correct alternative in each of the following sentences.

1. A (poor/good) corporate reputation can cause considerable commercial
damage. 2. Reputation can be sustained (across/through) consistent communication
activities both internally and externally with key stakeholder groups. 3. Lloyds Bank
starts every board (collection/meeting) not with sales or the balance sheet, but with
reputation. 4. Employees of a company are not only stakeholders themselves but also
a channel of (communication/responsibility) with other stakeholder groups. 5. The
alternative approach is to be reactive: to respond with (reputation/communication)
enhancing measures to whatever situation a business finds itself in. 6. These results
are used to create reputation through marketing and communications strategies across
all platforms, including social (environment/media). 7. There are some reputation
(experts /officers) in this company due to the rising interest in reputation.

IV. Find in the above text and copy out sentences in which linking expressions
therefore, on the other hand, on the one hand, although, hence, in addition, and
because are used. What idea do they introduce? Translate the sentences with them.

V. Ask all types of questions to the following sentence:

Public relations must be used in order to establish long lasting relationships with the stakeholders.

VI. Translate the following sentences into English:

1. Главный исполнительный директор определяет общую стратегию предприятия, принимает решения на высшем уровне. 2. Управление репутацией – это методика выявления факторов, влияющих на репутацию компании или частного лица. 3. Основная задача управления репутацией состоит в уменьшении негативной информации в результатах поиска. 4. В некоторых случаях использование грязных методов управления репутацией может негативно отразиться на компаниях, если их попытки скрыть негативную информацию проваливаются. 5. Многие агентства очень серьёзно относятся к вопросу репутации клиентов, с которыми они работают.

SPEAKING:

I. Explain why reputation management is so important.

II. Discuss the following question:

What can you do to enhance your own sense of self, so you don't feel the urge to bring others down, and therefore, have a positive impact on others?

III. Speak on your friend as a person of a certain position.

TEXT 3

CAUSES AND CONSEQUENCES OF REPUTATION

I. Read and translate the text.

Terminology such as reputation, branding, image and identity is often used interchangeably, or to distinguish differences between related constructs. Much of this confusion has been alleviated by recent work integrating reputation models in terms of underlying psychological theory. According to Money and Hillenbrand reputation models can be placed in a framework that relates to reputation, its causes and its consequences. In this approach it is important not only to understand reputation, but also to identify the causes of reputation and its consequences.

Reputation however is not something that can be owned, but develops as a result of how a business is perceived by its key stakeholders, such as customers, employees, suppliers and the press, with each group holding a different perspective according to their particular expectations. Yet while it cannot be controlled, it is possible to influence how your business is perceived through developing an understanding of each stakeholder group and using the resulting insight for action.

Causes of reputation are seen to reside in stakeholder experiences. Stakeholder experiences relate to a company's day-to-day business operations, its branding and marketing and "noise" in the system, such as the media and word of mouth. Further

causes of reputation may include the perceived innovativeness, customers' expectations, the (perceived) quality of the company's goods and services and the subsequent customer satisfaction, all of which differ according to the respective customers' cultural background.

Influencing reputation is inevitably a slow-burn of a job that requires commitment from the whole organisation and the ability to monitor, analyse, and act on stakeholder perceptions of the brand or business.

Reputation is seen to reside in the beliefs that stakeholders hold about a company (the cognitive element) and the feelings that stakeholders have about a company (the affective element). While the cognitive element of reputation can reflect the uniqueness of a company or of products in terms of characteristics such as brand attributes (whether an organisation is delivering high quality products, is international, friendly etc.), the affective element is always evaluative. In other words, it gives an indication of whether stakeholders like, admire or trust a company and its attributes. A unique and distinctive cognitive evaluation of a company only has value if this results in a positive affective evaluation and positive consequences of reputation.

(From <http://www.catalyst.com/news/archive/>)

II. Read and memorize the following words:

admire v. – восхищаться

alleviate v. – облегчать

cognitive – познавательный

commitment – обязательство

confusion – путаница, неразбериха

consequence – следствие, последствие

distinctive – отличительный

distinguish v. – выделить, различать

inevitably – неизбежно

interchangeably – взаимозаменяемым образом

perceive v. – воспринимать, осознавать

relate to v. – относиться к

reside v. – пребывать, находиться

slow-burn – зд. медленное увлечение чем-либо

subsequent – последующий

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

consequence, interchangeably, uniqueness, image, evaluative, admire.

II. Translate and memorize the following word combinations and phrases:

to be used interchangeably, the perceived innovativeness, to distinguish differences, cognitive evaluation, underlying psychological theory, consequences of reputation, to reside in the beliefs, to be placed in a framework, perceptions of the

brand, cultural background, to identify the causes, the resulting insight, a slow-burn, the ability to monitor, much of this confusion, according to their particular expectations.

III. *Ask your own questions to the text for class discussion.*

IV. *Explain in English the meaning of:*
terminology, important, unique, value, psychological.

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY EXERCISES

I. *Complete the following sentences using the words from the box:*

<i>applicants about early interested reputation small it</i>
--

1. In the study of cooperation and social dilemmas, the role of reputation as a partner selection mechanism started to be appreciated in the 1980s. 2. Online is a factor in any online community where trust is important. 3. Employers have begun using the online reputations of job to help their hiring choices. 4. Reputation management companies work for and large companies. 5. Reputation management is essential for ensuring that your business presents itself in the way that you want to be presented. 6. Without reputation management, these people might see only negative information your company and decide to take their business elsewhere. 7. A lot of people are in reputation management.

II. *Find in the above text and copy out sentences in which linking expressions **as a result of**, **in other words**, **such as** and **but** are used. What idea do they introduce? Translate the sentences with them.*

III. *Translate the following sentences. Say which of the linking expressions:*

- a) introduces an alternative idea?*
- b) introduces a clarification?*
- c) introduces a reason?*
- d) introduces rephrasing and correcting?*

1. A chief executive officer did not reach the required standard. *In other words*, he failed.

2. I didn't meet the adviser, *but* I discussed the reputation of a bond with the manager and supplemented his informed opinion with current events.

3. Her son met his wife *as a result of* an advertisement, he inserted in a newspaper.

4. Media relations involves working with various media *such as* a newspaper, book, pamphlet or comics, to distribute th

Unit V. REPUTATION

5. *As a result* we believe the text reflects the impartial view of the magazine.

6. Experts of the Reputation Institute will track the emotional connection between a company and its stakeholders alongside perceptions of rational connections, *such as* perceptions on products, services, innovation, workplace, and citizenship.

SPEAKING:

I. *Discuss the arguments for the following problem. Make use of the vocabulary of the topic.*

The convergence of globalization, instantaneous news and online citizen journalism magnifies any corporate wrongdoing or misstep. Barely a day goes by without some company facing new assaults on its reputation. Reputation recovery is the long and arduous path to rebuilding equity in a company's good name. Research has found it takes approximately 3.5 years to fully recover reputation.

II. *Explain and expand on the following:*

How would you like your relationships to be?

TEXT 4

IMAGE vs. REPUTATION

I. *Read and translate the text.*

Image and reputation are distinct objects. Both are social in two senses: they concern properties of another agent (the target's presumed attitude toward socially desirable behavior), and they may be shared by a multitude of agents. However, the two notions operate at different levels.

Image is a global or averaged evaluation of a given target on the part of an agent. It consists of (a set of) social evaluations about the characteristics of the target. Image may concern a subset of the target's characteristics, i.e., its willingness to comply with socially accepted norms and customs, or its skills (ways), or its definition as pertaining to a precise agent. Indeed, we can define special cases of image including third-party image, the evaluation that an agent believes a third party has of the target, or even shared image, that is, an evaluation shared by a group. Not even this last is reputation, since it tries to define too precisely the mental status of the group.

Reputation, as distinct from image, is the process and the effect of transmission of a target image. To be more precise, we call reputation transmission a communication of an evaluation without the specification of the evaluator, if not for a group attribution, and only in the default sense. More precisely, reputation is a believed, social, meta-evaluation; it is built upon three distinct but interrelated objects:

1. a cognitive representation, or more precisely a believed evaluation – this could be somebody's image, but is enough that this consists of a communicated evaluation;
2. a population object, i.e., a propagating believed evaluation; and
3. an objective emergent property at the agent level, i.e., what the agent is believed to be.

In fact, reputation is a highly dynamic phenomenon in two distinct senses: it is subject to change, especially as an effect of corruption, errors, deception, etc.; and it emerges as an effect of a multi-level bidirectional process. Reputation is also how others know and perceive you as an individual.

While image only moves (when transmitted and accepted) from one individual cognition to another, the anonymous character of reputation makes it a more complex phenomenon. Reputation proceeds from the level of individual cognition (when is born, possibly as an image, but not always) to the level of social propagation (at this level, it is not necessarily believed as from any specific agent) and from this level back to individual cognition again (when it is accepted).

Moreover, once it gets to the population level, reputation gives rise to a further property at the agent level. It is both what people think about targets and what targets are in the eyes of others. From the very moment an agent is targeted by the community, his or her life will change whether he or she wants it or not or believes it or not. Reputation has become the immaterial, more powerful equivalent of a scarlet letter sewed to one's clothes. It is more powerful because it may not even be perceived by the individual to whom it sticks, and consequently it is out of the individual's power to control and manipulate.

More simply speaking for those who want a working definition of reputation, reputation is the sum of impressions held by company's stakeholders. In other words, reputation is in the "eyes of the beholder". It needs not be just a company's reputation but could be the reputation of an individual, country, brand, political party, industry. But the key point in reputation is not what the leadership insists but what others perceive it to be. For a company, its reputation is how esteemed it is in the eyes of its employees, customers, investors, talent, prospective candidates, competitors, analysts, regulators and the list goes on.

Image is a belief, namely, an evaluation. Reputation is a meta-belief, i.e., a belief about others' evaluations of the target with regard to a socially desirable behavior.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

agent – представитель, посредник

attribution – приписывание

build upon v. – основывать на, рассчитывать на

cognitive – познавательный

comply with v. – соблюдать, соответствовать

concern v. – иметь отношение, касаться, интересоваться

deception – обман, ложь

default – невыполнение обязательств

distinct – отдельный, отчётливый

emerge v. – появляться

error – ошибка

esteem v. – уважать, почитать

Unit V. **REPUTATION**

etc. (et cetera [ɛt 'sɛtərə]) – и так далее

evaluation – оценка

even – даже

i.e. (id est) – то есть

interrelated – взаимосвязанный

multitude – множество, большое число

notion – понятие

pertain v. – относиться, быть свойственным

perceive v. – воспринимать, понимать

precise – точный, определённый

presume v. – предполагать, допускать

proceed v. – продолжать

scarlet – алый, ярко-красный

subset – подмножество

target – цель

willingness – готовность

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

default, willingness, dynamic, desirable, equivalent, averaged, emerge.

II. *Find in the text synonyms of the following words:*

ascription, readiness, keep on, failure to fulfill an obligation, a mistake, to suppose, goal, estimate, that is, concept, appear.

III. *Find in Text 4 English equivalents for the following word combinations and phrases and write them out:*

рабочее определение; различные предметы; предполагаемое отношение к цели; в двух смыслах; познавательное представление; а именно; в глазах других; множеством представителей; соблюдать общественно принятые нормы; средняя оценка; сумма впечатлений; на разных уровнях; ключевой момент в репутации; определить особенные случаи имиджа; сторонний образ; умственный статус; относительно социально желательного поведения; передача целевого образа (имиджа); с того самого момента; чтобы быть более точным; как относящиеся к определённому представителю; заинтересованные стороны компании.

IV. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. Are image and reputation similar objects? 2. What senses are they social in? 3. Is image or reputation an averaged evaluation of a given target on the part of an agent? 4. What does an image consist of? 5. In what way can we define special cases of image? 6. What is reputation? 7. How do we usually call reputation transmission? 8. What objects is reputation built upon? 9. Why is reputation a highly dynamic phenomenon? 10. What level does reputation proceed to from the level of individual cognition? 11. What does reputation give rise to once it gets to the population level? 12. Why is reputation the sum of impressions held by company's stakeholders? 13. What is the key point in reputation? 14. Is reputation an image or a belief about others' evaluations of the target with regard to a socially desirable behavior?

V. Complete the following sentences:

1. Image and reputation may be shared by a of agents. 2. We call reputation transmission a communication of an evaluation without the specification of 3. is also how others know and perceive you as an individual. 4. Reputation is built upon three distinct but objects. 5. From the very moment an agent is targeted , his or her life will change whether he or she wants it or not or believes it or not. 6. For a company, its reputation is how esteemed it is in the eyes of its

VI. Retell the above text using as many of the word combinations and phrases from Exercise III as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Complete the following sentences using the words from the box:

human	on	more	already	haven't	observe	image
-------	----	------	---------	---------	---------	-------

1. Reputation has become the immaterial, powerful equivalent of a scarlet letter sewed to one's clothes. 2. A person who has received a good standard of education of norms in his or her family can easily norms in the greater society, and world as well. 3. These issues have been discussed by individuals, the media and politicians. 4. The public's of business leaders has been improved lately. 5. Since beings have been given individuality, each person's creativity has unique characteristics. 6. We yet evaluated the security of reputation systems. 7. Our company has relied reputation transfer as a means of transferring the good reputation of the company and its existing products to new markets and new products this month.

II. Match each group of words to the correct adjective suffix. The suffix must fit all three words in the group. What spelling changes do you have to make when you add the suffix?

- | | | | |
|--------------|-----------|----------|---------|
| 1 profession | tradition | norm | a) -ous |
| 2 evaluate | prospect | create | b) -al |
| 3 differ | persist | coincide | c) -ic |

4 power	meaning	care	d) -able
5 fame	ubiquity	danger	e) -ent
6 consider	avail	dispose	f) -ful
7 jurist	Islam	class	g) -ive

Unit V. **REPUTATION**

III. *Write down all possible questions to the following sentence.*

He wanted to enhance corporate reputation in the manufacturing industry.

IV. *Find in the above text and copy out sentences in which linking expressions **indeed, in fact, because, moreover, namely, and consequently** are used. What idea do they introduce? Translate the sentences with them.*

SPEAKING:

I. *Study the following information. What is your opinion on the topic?*

The image of the person ideally educated concerning dominion is a “genius,” which here means a person with rich and profound creativity. Originally everyone has the talent of genius, since human beings were originally created to become beings with creativity. As a matter of fact, the Chinese characters for “genius” indicate a person with talent which is given by Heaven. Creativity is given to a person at birth as an endowed potential. Therefore, all people have the potential to become a genius once they manifest their creativity one hundred percent. In order to actualize such creativity, however, a proper education is necessary. The kind of education necessary for this purpose is an education of dominion.

II. *Discuss the following questions. Use the topical vocabulary.*

- 1) Are reputation and brand the same thing?
- 2) How to keep a good business reputation?

III. *Comment upon the following statement. Share opinions.*

A bad teen reputation can be many of things. Like the way people look at and talk about you depending on the way you dress, act, talk and how you do things.

UNIT VI

TEXT 1 GOSSIP

I. Read and translate the text.

Gossip is an idle talk or rumor, especially about the personal or private affairs of others. It can also be used as an identifier only – as when gossiping about unreachable icons, like royalty or showbiz celebrities – useful only to show the gossipers belong to the group of the informed ones. While most cases seem to share the characteristic of being primarily used to predict future behavior, they can have, for example, manipulative sub-goals, even more important than the forecast.

Gossip has been researched in terms of its evolutionary psychology origins. This has found gossip to be an important means by which people can monitor cooperative reputations and so maintain widespread indirect reciprocity. Indirect reciprocity is defined here as "I help you and somebody else helps me." Gossip has also been identified by Robin Dunbar, an evolutionary biologist, as aiding social bonding in large groups.

Considering, for example, the case of a communication between two parties, one (the advisee) that is requesting advice about the potential for danger in a financial transaction with another party (the potential partner, target), and the other (the adviser, evaluator) that is giving advice.

Roughly speaking, the advice could fall under one of the following three categories:

- the adviser declares it believes the potential partner is (is not) good for the transaction in object;
- the adviser declares it believes another (named or otherwise defined) agent or set of agents believes the potential partner is (is not) good for the transaction in object;
- the adviser declares it believes in an undefined set of agents, hence there is a belief the potential partner is (is not) good for the transaction in object.

Note the care to maintain the possible levels of truth (the adviser declares – but could be lying - it believes - but could be wrong - etc.). The cases are listed, as it is evident, in decreasing order of responsibility. While one could feel most actual examples fall under the first case, the other two are not unnecessarily complicated nor actually infrequent. Indeed, most of the common gossip falls under the third category, and, except for electronic interaction, this is the most frequent form of referral. All examples concern the evaluation of a given object (target), a social agent (which may be either individual or supra-individual, and in the latter case, either a group or a collective), held by another social agent, the evaluator.

II. Read and memorize the following words:

advisee (a person who meets with an adviser) – консультируемый; получающий совет

adviser – советник, консультант

affairs – дела
 belief – вера, убеждение
 belong v. – принадлежать
 bonding – связи, узы
 care – забота, внимание
 complicated – сложный, запутанный
 evaluator – оценщик
 forecast – прогноз, предсказание
 gossip – сплетни
 idle – праздный, пустой, неосновательный
 latter – последний
 maintain v. – поддерживать, сохранять
 otherwise – в противном случае
 party – участник, сторона
 responsibility – ответственность, обязанности
 roughly – грубо
 rumor – слух, молва
 showbiz celebrities – знаменитости шоу-бизнеса
 talk – слух
 truth – правда, истина
 widespread – широко распространённый

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

showbiz celebrities, private, royalty, identifier, evolutionary, psychology, roughly, reciprocity.

II. *Find in the text English equivalents for the following word combinations and phrases, and write them out:*

обратите внимание на осторожность; пособничество социальным связям в больших группах; личные дела других; грубо говоря; пустой трёп или слух; когда сплетничают о недоступных кумирах (фаворитах); группа информированных лиц; касаются оценки данного объекта (цели); прогнозировать будущее поведение; чтобы сохранить возможные уровни истины; манипулятивные подцели; эволюционное психологическое происхождение; подпадает под третью категорию; косвенная взаимность; советчик заявляет; может лгать; следить за совместной репутацией; предпринимаемая сделка.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. What is gossip? 2. When can it be used as an identifier? 3. How has gossip been researched? 4. Is gossip an important means by which people can monitor cooperative reputations and so maintain widespread indirect reciprocity? 5. Who has gossip been identified by as aiding social bonding in large groups? 6. How many

categories could the advice fall under? 7. What category does most of the common gossip fall under? 8. What evaluation do all examples concern?

IV. Find in the text and copy out phrases in which prepositions **of** and **for** are used. Translate them.

V. Retell the above text using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

Word-building: <i>in</i> + complete <i>adj.</i> = incomplete <i>adj.</i>

I. Add the negative prefix **in-** to the following stems and translate the words:

conclusive, active, regular, appropriate, considerate, definite, dependent, effective, humane, valid, relevant, comprehensible, correct, sincere, ordinate, accurate, sociable, sufficient, complete.

II. Find in the above text and copy out adjectives with the negative prefix **in-** and use them in sentences of your own.

III. Choose the proper verb form and translate the sentences.

1. Social media has also a much faster way to share gossip. 2. The term *gossip* sometimes used to specifically refer to the spreading of dirt and misinformation, as through excited discussion of scandals. 3. This newspaper carries "gossip columns" which the social and personal lives of celebrities or of élite members of certain communities. 4. In only a matter of minutes harmful gossip and rumors spread online. 5. With the advent of the internet, gossip is now on an instant basis. 6. Some people view gossip as a lighthearted way of information. 7. Gossip became a social interaction that helped the group gain information about other individuals without personally to them. 8. Individuals who are perceived in gossiping regularly are seen as having less social power and less liked.

(**Missing verbs:** being, to engage, spreading, provided, detail, is, speaking, can, widespread)

IV. Ask all types of questions to the following sentence:

Gossip has been researched in terms of its evolutionary psychology origins.

V. Translate the following sentences into English:

1. Сплетня представляет собой особый механизм формирования психологии масс. 2. Иногда факт популярности артистов является условием возникновения и распространения сплетни. 3. Сплетня – любая непроверенная информация о каком-либо человеке или событии недопонятого или сомнительного характера, зачастую передаваемая из уст в уста и основанная на слухах. 3. Сплетни удовлетворяют определённую информационную потребность о жизни попу-

лярных персон. 5. Как правило, сплетни всеми осуждаются как проявление поверхностных интересов, а также погони за сенсациями. 6. Сплетни могут целенаправленно распускаться в расчёте на их резко негативное воздействие на репутацию и имидж оппонентов. 7. Развитие средств массовой информации не только не вытеснило слухи и сплетни, а напротив, придало новый импульс их развитию.

SPEAKING:

I. *Arrange short debates on the following questions:*

- 1) What do you think of people who gossip to you? Do you trust them?
- 2) As you gossip about another person ask yourself, what poison am I spreading? What will this person now think of the person I am gossiping about?
- 3) How do you feel after you have gossiped about someone?

TEXT 2

WORKPLACE GOSSIP

I. *Read and translate the text.*

The negative effects of gossip are strained relationships, mistrust, discontentment, even anger, and decreased productivity. For example, how much time have you wasted, in long conversations, complaining to others about a colleague who isn't as helpful as he could be, or your partner who isn't as loving as you'd like, or how you know that other department has a hidden agenda, that conflicts with your team's goals! Gossip really spoils the work environment.

Every great relationship is built upon a foundation of trust, reliability, honor, and integrity. As a leader you are responsible for developing healthy relationships, both with your direct reports, your colleagues and your senior leaders. Involving yourself in workplace gossip is a surefire way to undermine your credibility as a person and as a leader. As a leader, it is not your role to be a sounding board for complaining and gossip in the workplace nor to solve people's issues for them. Rather, it is your role to coach and guide people to resolve their issues with others, quickly and successfully. When you do this consistently, your people will know that they can trust you.

That you won't talk about them unless they are present. It will be one of the greatest acts of leadership that you can do.

There are two things you want to be aware of when listening to workplace gossip:

- You hear the other person's rule book, their interpretations, prejudices, biases and fears etc. You don't know what other events have passed between Jim and Mary that may have caused Mary to be complaining to you about Jim.

- Once you have listened to Mary's gossip, you may now have been contaminated about Jim – even if you didn't want to be. Some part of you may believe the gossip – and you may very well start to look for those negative traits in Jim and find them!

According to human resource experts, workplace gossip can be identified by factors or "signs":

- animated people become silent (Conversations stop when you enter the room);
- people begin staring at someone;
- workers indulge in inappropriate topics of conversation.

There are five tips to handle the situation with aplomb:

- 1) Rise above the gossip;
- 2) Understand what causes or fuels the gossip;
- 3) Do not participate in workplace gossip;
- 4) Allow for the gossip to go away on its own.

Peter Vajda identifies gossip as a form of workplace violence, noting that it is "essentially a form of attack." Gossip is thought by many to "empower one person while disempowering another" (Hafen). Accordingly, many companies have formal policies in their employee handbooks against gossip.

Sometimes there is room for disagreement on exactly what constitutes unacceptable gossip, since workplace gossip may take the form of offhand remarks about someone's tendencies such as "He always takes a long lunch," or "Don't worry, that's just how she is."

Corporate email can be a particularly dangerous method of gossip delivery, as the medium is semi-permanent and messages are easily forwarded to unintended recipients. Thus, employers should be advised to instruct employees against using company email networks for gossip. Low self-esteem and a desire to "fit in" are frequently cited as motivations for workplace gossip. There are five essential functions that gossip has in the workplace (according to DiFonzo & Bordia):

- Helps individuals learn social information about other individuals in the organization (often without even having to meet the other individual).
- Builds social networks of individuals by bonding co-workers together and affiliating people with each other.
- Breaks existing bonds by ostracizing individuals within an organization.
- Enhances one's social status/power/prestige within the organization.
- Informs individuals as to what is considered socially acceptable behavior within the organization.

According to Kurkland and Pelled, workplace gossip can be very serious depending upon the amount of power that the gossiper has over the recipient, which will in turn affect how the gossip is interpreted. There are four types of power that are influenced by gossip:

- coercive: when a gossiper tells negative information about a person, their recipients might believe that the gossiper will also spread negative information about them. This causes the gossipers coercive power to increase.
- reward: when a gossiper tells positive information about a person, their recipient might believe that the gossiper will also spread positive information about them. This causes the gossipers reward power to increase.

- expert: when a gossip seems to have very detailed knowledge of either the organization's values or about others in the work environment, their expert power becomes enhanced.

- referent: this power can either be reduced or enhanced to a point. When people view gossiping as a petty activity done to waste time, a gossip's referent power can decrease along with their reputation. When a recipient is thought of as being invited into a social circle by being a recipient, the gossip's referent power can increase, but only to a high point where then the recipient begins to resent the gossip (Kurland & Pelled).

(by Harcourt, Richerson & Wattier)

II. Read and memorize the following words:

agenda – повестка дня

anger – гнев

be aware of – сознать, отдавать себе полный отчёт в чём-либо

coercive – принудительный, обязательный

consistently – последовательно

contaminate v. – оказывать пагубное влияние, загрязнять

credibility – достоверность, правдоподобие

discontentment – недовольство, досада

empower v. – уполномочивать

even – даже

goal – цель

indulge v. – потворствовать, потакать

integrity – целостность, прямота

low self-esteem – низкая самооценка

participate v. in – участвовать в

prejudice – предрассудки

resent v. – негодовать, возмущаться; обижаться

spoil v. – портить

strained – натянутый, неестественный

surefire – безошибочный, верный, надёжный

violence – насилие

waste v. – тратить (впустую)

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

self-esteem, coercive, aplomb, prejudice, thought, ostracizing, recipient.

II. Find in the text English equivalents for the following word combinations and phrases, and write them out:

предубеждения и страхи; жалуюсь другим; возмущаться сплетником; скрытая повестка дня; портит рабочую среду; непреднамеренный получатель; самостоятельно; как лидер; чтобы справиться с ситуацией с самоуверенностью (ап-

ломбом); право на принуждение; несёт ответственность за формирование здоровых отношений; вовлечение себя в сплетни на рабочем месте; путём изгнания лиц внутри организации; маловажная активность, направленная на то, чтобы тратить время; есть пять советов; опасный способ передачи сплетен; отрицательные черты; в зависимости от количества власти; что вызывает и разжигает сплетни; приемлемое в обществе поведение; приписываемое могущество сплетников; бесцеремонные замечания; самостоятельно.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. What are the negative effects of gossip? 2. What do people usually complain about to others? 3. Is every great relationship built upon a foundation of trust, reliability, honor, and integrity? 4. Who is responsible for developing healthy relationships in the work environment? 5. What undermines your credibility as a person and as a leader? 6. What is one of the greatest acts of leadership? 7. Why isn't it good to be listening to workplace gossip? 8. What factors can workplace gossip be identified by according to human resource experts? 9. What five tips to handle the situation with aplomb are there? 10. Who identifies gossip as a form of workplace? 11. Why do many companies have formal policies in their employee handbooks against gossip? 12. What is a particularly dangerous method of gossip delivery nowadays? 13. What should employers be advised about? 14. What is frequently cited as motivations for workplace gossip? 15. What do you know about five essential functions that gossip has in the workplace? 16. Can workplace gossip be very serious depending upon the amount of power that the gossiper has over the recipient? 17. How many types of power that are influenced by gossip are there? Name them.

IV. *Explain in English the meaning of:*

relationship, a gossiper, to waste time, acceptable behavior, essential, a social circle, a leader.

V. *Find in the text and copy out sentences in which prepositions **upon** and **on** are used. Translate them.*

VI. *Discuss the problems mentioned in the text.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete the sentences with the correct preposition.*

1. Consistent and authentic communication will work wonders stopping the gossip. 2. Regular communication minimizes the influence and need gossip, because everyone is "in-the-know." 3. The recipient believed that the gossiper also spread negative information him. 4. Our manager instructs employees using company email networks for gossip every month. 5. Gossip is one of the greatest causes distrust and consequently under-performance in any business. 6. Workplace gossip can be looked as either a gift or a weapon.

Keys: about, at, for, in, against, of.

II. Find in the above text sentences containing the passive forms of a predicate, write them out and translate.

III. Ask all types of questions to the following sentence:

Employers should be advised to instruct employees against using company email networks for gossip.

IV. Complete the following sentences using the words from the box:

over	gossiper	resigned	handbook	restricting	working	aware
------	----------	----------	----------	-------------	---------	-------

1. The gossip hurt him and he from his job despite it enjoyed him. 2. The gossip had significant power the recipient. 3. Our company had formal policies gossip in its employee handbook. 4. The policy did not limit employees' right to talk about wages, hours or conditions. 5. A told negative information about our supervisor and she was sacked from her position. 6. I told the offender that I was of his behavior. 7. The company's employee was aimed at gossip about non-work-related issues.

SPEAKING:

I. Discuss the arguments for the following problem. Make use of the vocabulary of the topic.

Some negative consequences of workplace gossip may include: lost productivity and wasted time, erosion of trust and morale, increased anxiety among employees as rumors circulate without any clear information as to what is fact and what isn't, growing divisiveness among employees as people "take sides", hurt feelings and reputations, jeopardized chances for the gossipers' advancement as they are perceived as unprofessional, and attrition as good employees leave the company due to the unhealthy work atmosphere.

(by Harcourt, Richerson & Wattier)

II. Express your opinion on the following points of view.

1. Some people see gossip as trivial, hurtful and socially and/or intellectually unproductive.

2. How does workplace gossip affect your relationships with others?

3. How would you like to respond when someone starts talking to you about another person?

TEXT 3

THE DANGER OF WORKPLACE GOSSIP

I. Read and translate the text.

Gossip is as old as mankind. It is unrealistic to think we could free the workplace of gossip. It's also conducted through the free will of employees, and regulating that is very difficult without creating a big brother climate.

There is a very big difference between the little chit-chat and gossip, and it is an important one, because gossip run amok can be dangerous and destructive in the workplace. So how does one tell the difference between idle chatter and gossip? While idle chit-chat and other light conversation can be value neutral, gossip is often negative, inflammatory and embarrassing to the person being spoken of.

Here is a test: Consider the impact of what is being said. Does it cast negative aspersions? Does it create rifts? Does it exult in the misfortune of others? Does it have a negative emotional charge? Does it serve to perpetuate conflict or negativity? Is it hurtful or damaging? Is it something you would say in front of that person? Technically, any sharing of trivial or unsubstantiated information can be considered gossip. But you have to consider the sentiment. For example, if it were rumored that a coworker is being promoted, and you discuss it with a coworker, is that gossip? If the discussion is hurtful or damaging or negative, then yes, it is gossip. But if it's value neutral then it's not. If the story is told with negativity and without good will, then it is gossip.

Gossip can have many adverse side effects on an organization. It can increase conflict and decrease morale. It results in strained relationships. Gossip breaks down the trust level within the group, which results in employees second-guessing each other and ultimately running to the supervisor to clarify the directions or instructions, or to settle the differences that will arise. Gossip is the death of teamwork as the group breaks up into cliques and employees start refusing to work with others. Gossip results in the supervisor spending an enormous amount of time trying to figure out who said what to whom. Or, worse yet, the supervisor struggles to explain to the manager that the on-going conflicts and communication problems within the workgroup are the reason work doesn't get done only to hear the manager comment, "Why can't you manage your team better?" Productivity is lost, as there are good employees who do not want to work in that toxic environment.

The supervisor has to communicate regularly and consistently with employees about what's going on in the workplace. If employees don't have good information from the supervisor about what is going on, they will make it up in the form of speculation and gossip. Consistent and authentic communication will work wonders in stopping the gossip.

In other words, the act of active listening actually supports and promotes gossiping. The more you listen, the more you encourage it. If you don't listen, the gossip has nowhere to go. Think about the last time you told a story to someone who was clearly not interested. The story probably withered on the vine.

(by Mary Abbajay)

II. Read and memorize the following words:

adverse – неблагоприятный

aspersion – клевета

break down v. – разрушать

break up into v. – распадается на

cast v. – бросить

chit-chat – болтовня; беседа о том о сём; пересуды

create v. – создать
 destructive – разрушительный
 embarrassing – смущающий
 encourage v. – поощрять
 exult v. – ликовать, торжествовать
 hurtful – вредный, пагубный
 inflammatory – подстрекательский; возбуждающий
 mankind – человечество
 perpetuate v. – увековечивать, сохранять навсегда
 pipeline – источник (информации)
 rift – трещина
 rumor v. – распространять слухи
 run amok v. – обезуметь, быть вне себя
 sentiment – чувство, настроение, отношение
 strained – напряжённый
 supervisor – руководитель
 trivial – тривиальный, незначительный, мелкий
 trust – доверие
 unsubstantiated – необоснованный, бездоказательный
 wither v. – увядать, сохнуть

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

aspersion, mankind, adverse, misfortune, clique, encourage, neutral.

II. *Find in the text English equivalents for the following word combinations and phrases, and write them out:*

засохла на корню; бросить отрицательную тень; огромное количество времени; ещё хуже; праздная болтовня; без создания великодушной братской атмосферы; человек, о котором говорят; регулярно и последовательно общаться; создать трещины; распадается на группировки; буйствующие сплетни могут быть опасными и разрушительными; другими словами; влияние сказанного; ликовать от несчастья других; неблагоприятные побочные эффекты; начинают отказываться работать с другими; в ядовитой среде; в виде спекуляций и сплетен; что приводит служащих к изменению мнения задним числом; работа в команде; творить чудеса.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. Is gossip as old as mankind? 2. Is it unrealistic to think we could free the workplace of gossip? 3. Why is there a very big difference between the little chit-chat and gossip? 4. Why can any sharing of trivial or unsubstantiated information be considered gossip? 5. When is the discussion of the coworker promotion with another coworker the gossip? 6. What side effects can the gossip have on an organization? 7.

Why is gossip the death of teamwork? 8. What does the supervisor struggle to explain to the manager? 9. Who must communicate regularly and consistently with employees about what's going on in the workplace? 10. When does the gossip have nowhere to go?

IV. Find words and expressions in the text for which the following are synonyms.

wish, unfavourable accessory influence, disaster, is accompanied, tittle-tattle, director, feeling, to buzz, tense, simple talk.

V. Retell the above text using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY EXERCISES

Word-building:	employ v. + er = employer n. act v. + or = actor n.
-----------------------	--

I. Add the suffix *-er (or)* to the following stems and translate the words:

conduct, administrate, advertise, babysit, drive, direct, examine, purchase, run, observe, juggle, read, redeem, write, swim, make, narrate.

II. Find in the above text and copy out nouns with the suffix *-er (-or)* and use them in sentences of your own.

III. Find in the text and copy out sentences in which prepositions ***in front of*** and ***between*** are used. Translate them.

IV. Choose the correct alternative in each of the following sentences.

1. The supervisor (*says/communicates*) regularly with employees about what's going on in the workplace. 2. Only (*employers/employees*) can minimize negative gossiping and rumormonger. 3. Such talk is (*considered/conveyed*) injurious to morale and productivity and will not be tolerated. 4. Because you actively (*listen/hear*) to the gossip so you actually support and promote gossiping and are a co-narrator to the gossip. 5. He always tells them not to participate in (*discussion/gossiping*) and not to tolerate it from others. 6. If you are the (*aim/target*) of gossip you can confront the source or make a public statement.

V. Translate the following sentences into English:

1. Сплетни, к сожалению, являются неотъемлемой частью человеческой жизни, потому что сплетничают все и обо всём. 2. Любая сплетня основана на слухах. 3. Основные причины, которые побуждают здравомыслящего человека сплетничать – это желание развлечься, поддержать разговор и оказаться хоть на время в центре всеобщего внимания. 4. Сплетня не ликвидирует дефицит ин-

формации, но может возбудить определённые настроения или поддерживать их. 5. Довольно часто сплетничают неуверенные в себе люди, считающие, что им будет сложно добиться успеха на работе. 6. Она всегда старается реагировать на сплетни спокойно и равнодушно. 7. Мой друг не хочет становиться разносчиком ложной информации даже за счёт уничтожения чужой репутации.

SPEAKING:

I. *Study the following rules of how to get out of the gossip pipeline. Discuss them.*

1. Be busy. Gossipmongers want attention. If you're preoccupied with your work, you can't be available to listen to their latest story.

2. Don't participate. Walk away from the story. Don't give visual clues that you are interested in listening. If someone passes a juicy story on to you, don't pass it any further. Take personal responsibility to act with integrity.

3. Turn it around by saying something positive. It isn't nearly as much fun to spread negative news if it's spoiled by a complimentary phrase about the person being attacked.

4. Avoid the gossipier. If you notice one person who consistently makes trouble, take the necessary actions to have as little interaction with that person as possible. Avoid him or her.

5. Keep your private life private. Don't trust personal information with coworkers. Remember, if they are gossiping about others, they will gossip about you, too. Don't give them ammunition.

6. Choose your friends wisely at work. You spend a good deal of time at work so it's natural for friendships to develop. Share information sparingly until you are sure that you have built up a level of trust.

7. Be direct. If you confront the gossipier and confidently tell him or her that such behavior is making it uncomfortable for you and other coworkers, it's likely to stop.

8. Don't be afraid to go to a superior. Gossiping wastes a lot of company time and hurts morale. A company interested in a healthy work environment will value the opportunity to correct this type of situation.

(<http://www.shrm.org/hrdisciplines/employeerelations>)

II. *Do you agree with the following statement?*

Gossiping does not improve the individual's problems, in fact it makes them worse.

III. *Discuss the following questions:*

1. Have you ever tried going seven days without talking about another person?
2. What if the gossip is about you?

IV. *Develop the idea:*

A person's ideas, attitudes, or activities are often influenced by the time and place, customs, or conditions in which he lives, and by books he reads.

UNIT VII

TEXT 1 PUBLIC SCANDAL

I. Read and translate the text.

A scandal is an event in which someone, especially someone important, behaves in a bad way that shocks people.

A political scandal is a kind of political corruption that is exposed and becomes a scandal, in which politicians or government officials are accused of engaging in various illegal, corrupt, or unethical practices. A political scandal can involve the breaking of the nation's laws or moral codes and may involve sexual scandal.

Journalists have built their careers on exposure of corruption and political scandal, often acting on behalf of the opposition party. There are numerous contextual factors that make a scandal noteworthy, such as the importance of the people and the depth of conspiracy, as well as the coverup strategies of policymakers, and the strength of the political ideology.

The political ideology of media owners plays a role – they prefer to target the opposition but will reluctantly cover their own side. Journalists have to frame the story in terms of the audience's values and expectations to maximize the impact.

Media scandals occur 'when private acts that disgrace or offend the idealized, dominant morality of a social community are made public and narrativized by the media, producing a range of effects from ideological and cultural retrenchment to disruption and change' (Lull & Hinerman, 1997). Their typically transgressive nature of political, cultural or societal norms gives the opportunity for the press to reinforce ideological values and moral codes, while their dramatic presentation and often salacious subject matter tend to spark the public's interest, driving sales and revenue. Important to note is that the media, in this case, the press, actively work to construct a scandal, framing being a dominant instrument used to produce this narrative. What happens, however, if those within the press industry are the transgressors of moral codes, more specifically, codes of the journalistic profession, and are obligated to report on these transgressions?

Typically, political or cultural individuals or institutions are the perpetrators, and the press is the first to emphasize misconduct or wrong-doing. But the press' function as a 'fourth estate' with significant power and societal expectations means that their transgressions can become the subject of intense public scrutiny as well. Consequently, this is exactly what happened with the *News of the World* phone-hacking scandal. This self-professed 'scandal' raises interesting questions about the media's role in framing an event. It would seem counterintuitive to believe that the press, who both define and create it, would negatively implicate itself as part of a scandal, since it was not only the *News of the World*, but the entire press industry that was at risk of being questioned and accused of moral and ethical transgressions. Even more interesting is the consideration of ownership and its influence on press coverage of the scandal.

The forthcoming research aims to interrogate the traditional notions of the press' role in defining and framing a scandal within the context of ownership structure and the nature of the press' position at the centre of the scandal. Using a content analysis of articles from six UK newspapers during the first month of reporting on the scandal, this research will aim to answer the following question: Given the power of the press to define an issue, how was the phone-hacking scandal initially framed in the UK press when the press institution was at the centre of the scandal?

(From Wikipedia, the free encyclopedia)

Commentary

The *News of the World* was a national red top newspaper published in the United Kingdom from 1843 to 2011. It was at one time the biggest selling English language newspaper in the world, and at closure still had one of the highest English language circulations.

II. Read and memorize the following words:

- accuse of v. – обвинять в
- aim v. – стремиться, иметь в виду
- counterintuitive – нелогичный
- coverup – прикрытие
- engage in v. – заниматься
- disgrace v. – позорить
- disruption – нарушение
- event – событие
- expose v. – подвергать
- frame v. – формулировать, выражать в словах; ложно обвинять, подтасовывать факты
- impact – влияние, воздействие
- implicate v. – впутывать
- interrogate v. – допрашивать, задавать вопросы
- narrativize v. – излагать
- noteworthy – заслуживающий внимания
- obligate v. – обязывать
- offend v. – оскорблять
- on behalf of – от имени
- perpetrator – преступник
- reluctantly – неохотно
- retrenchment – сокращение, экономия
- salacious – непристойный
- scrutiny – изучение
- strength – сила, сильная сторона
- transgressive – нарушающий (законы и т.п.)
- transgressor – правонарушитель

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

ideology, accuse, conspiracy, illegal, salacious, counterintuitive, scrutiny, law, noteworthy.

II. *Find in the text English equivalents for the following word combinations and phrases, and write them out:*

предстоящее исследование; ведёт себя плохо; проступок или неправильное действие; обвиняются в участии; скандал о прослушивании телефонов; четвёртое сословие (пресса); непристойный предмет; культурные или социальные нормы; нарушение законов страны или моральных кодексов; чтобы вызвать интерес общественности; был в опасности; роль СМИ в подтасовке события; открыто самозаявленный скандал; традиционные представления о роли прессы; делают скандал достойным внимания.

III. *Ask your own questions to the text for class discussion.*

IV. *Explain in English the meaning of:*

a scandal, the political ideology, phone-hacking, corruption.

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Say the words in each set aloud and mark the stress. In which sets of words does the stressed syllable change?*

1 transgressor	transgress	transgression	transgressive
2 advertiser	advertise	advertising	advertisement
3 publicity	publicize	public	publication
4 promoter	promote	promotion	
5 scandal	scandalize	scandalous	
6 relation	relate	relative	
7 reputation	repute	reputable	

II. *Write down all possible questions to the following sentence:*

This politician has never been accused of moral and ethical transgressions.

III. *Find in the above text and copy out sentences in which linking expressions **as well as**, **as well**, and **consequently** are used. Translate the sentences with them. Say which of these linking expressions:*

a) *expresses addition?*

b) *introduces results and conclusions?*

IV. *Complete the following sentences using the words from the box:*

<i>owned</i>	<i>hacking</i>	<i>resign</i>	<i>financial</i>	<i>full</i>	<i>politician</i>	<i>another</i>
--------------	----------------	---------------	------------------	-------------	-------------------	----------------

1. The 168-year-old tabloid is accused of into the mobile phones of crime victims, celebrities and politicians. 2. The magazine is of gossip and scandal. 3. The survival of the press as an industry depends on the support that comes from being by the largest and most powerful media organizations. 4. The press industry is based on profit, and while the decision to feature one news story over may be influenced by various factors. 5. A political scandal may refer to unacceptable actions by anyone where those actions relate to a 6. This information became the bombshell that helped force him to eventually rather than be impeached.

V. Choose the proper verb form and translate the text.

In terms of the presentation of a scandal in the media, there is the sequential structure in which a mediated scandal place. It begins not with the transgression, but with the disclosure of the transgression, which as the 'pre-scandal' phase. Next is the 'scandal-proper' phase, in which the claims and allegations are made public, by counter-claims and defences made by the transgressor. The third phase, what is called the 'culmination', is when the media pressure to the individual transgressors leads to consequences that admitting guilt, resigning, being fired or being criminally charged. Finally, the 'aftermath' phase allows for a reflection on the events once the most dramatic revelations These phases weeks, months, or even years.

(by Zuzanna Natalie Blaszkiewicz)

Keys: *applied, can last, takes, followed, have subsided, is noted, may include.*

SPEAKING:

I. Read the text and comment.

A 'scandal' is essentially a story, a narrative with a plot and characters that almost exclusively plays itself out in the media. The press industry has regularly been accused of not only fostering, but also creating scandal. As leading scholar John Thompson has noted, "most 'mediated scandals' are not simply scandals which are reported by the media and exist independently of them: they are, in varying ways and to some extent, constituted by mediated forms of communication". James Lull and Stephen Hinerman share similar sentiments when they say that "scandal is always shaped and given force by the technological means through which information is transmitted to the public as news" (1997). Presumably, without the intervention of mass communication, scandals may not even be constituted as such, and would have significantly less exposure in the public domain.

(by Zuzanna Natalie Blaszkiewicz)

II. Develop the following questions into situations or short stories.

1. How does ownership structure influence the framing of a scandal in newspapers?

2. Are there any ways to avoid a political scandal?

III. *Say how all the mass media show their concern with the problems of young people nowadays; what important problems they raise.*

TEXT 2
WATERGATE SCANDAL

I. Read and translate the text.

The Watergate scandal was a major political scandal that occurred in the United States in the 1970s as a result of the June 17, 1972, break-in at the Democratic National Committee (DNC) headquarters at the Watergate office complex in Washington D.C., and the Nixon administration's attempted cover-up of its involvement. When the conspiracy was discovered and investigated by the U.S. Congress, the Nixon administration's resistance to its probes led to a constitutional crisis.

The term Watergate has come to encompass an array of clandestine and often illegal activities undertaken by members of the Nixon administration. Those activities included such "dirty tricks" as bugging the offices of political opponents and people of whom Nixon or his officials were suspicious.

Nixon and his close aides ordered harassment of activist groups and political figures, using the Federal Bureau of Investigation (FBI), the Central Intelligence Agency (CIA), and the Internal Revenue Service (IRS). The scandal led to the discovery of multiple abuses of power by the Nixon administration, articles of impeachment, and the resignation of Richard Nixon, the President of the United States.

The scandal also resulted in the indictment of 69 people, with trials or pleas resulting in 48 being found guilty and incarcerated, many of whom were Nixon's top administration officials. The affair began with the arrest of five men for breaking and entering into the DNC headquarters at the Watergate complex on June 17, 1972.

The FBI connected cash found on the burglars to a slush fund used by the Committee for the Re-Election of the President (CRP), the official organization of Nixon's campaign. In July 1973, as evidence mounted against the President's staff, including testimony provided by former staff members in an investigation conducted by the Senate Watergate Committee, it was revealed that President Nixon had a tape – recording system in his offices and that he had recorded many conversations. After a protracted series of bitter court battles, the U.S. Supreme Court unanimously ruled that the president had to hand over the tapes to government investigators; he eventually complied.

Recordings from these tapes implicated the President, revealing he had attempted to cover up the questionable goings-on that had taken place after the break-in. Facing near-certain impeachment in the House of Representatives and equally certain conviction by the Senate, Nixon resigned the presidency on August 9, 1974. On September 8, 1974, his successor, Gerald Ford, pardoned him.

The name "Watergate" and the suffix "-gate" have since become synonymous with political scandals in the United States and in other English- and non-English – speaking nations.

Unit VII. SCANDAL & CRISIS
(From Wikipedia, the free encyclopedia)

II. *Read and memorize the following words and expressions:*

abuses – нарушения

aides – помощники

after a protracted series – после затяжной серии

as evidence mounted – как установили доказательства

being found guilty and incarcerated – признаны виновными и заключены в тюрьму

break-in – незаконное вторжение

bugging – тайное наблюдение с помощью малогабаритных электронных средств

clandestine – тайный, нелегальный

comply v. – соблюдать

cover-up – прикрытие, предлог

"dirty tricks" – "грязные трюки"

hand over the tapes – сдать плёнки

harassment – преследование

headquarters – штаб-квартира

indictment – обвинительный акт, обвинение

pardoned him – простил его

pleas – мольбы, просьбы

probe – расследование

resign v. – уходить в отставку

resignation – отставка

reveal v. – показывать, обнаруживать

a slush fund – фонд для подкупа

suspicious – подозрительный

unanimously – единогласно

the U.S. Supreme Court ruled – Верховный суд США постановил

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

pardoned, conspiracy, unanimously, suspicious, headquarters, occurred, resign, incarcerated, indictment.

II. *Find words and expressions in the text for which the following are antonyms.*

Public activities, unsuspecting, punished him, threat, seldom, employed, few, English-speaking nations, excluded, it was concealed.

III. *Answer the following questions using the word combinations and phrases of the topical vocabulary:*

1. Where did the Watergate scandal happen? 2. Why was it considered a major political scandal that occurred in the United States in the 1970s? 3. Whose administration's resistance to the probes led to a constitutional crisis? 4. What has the term *Watergate* come to encompass? 5. What did their activities include? 6. Who did Nixon and his close aides order harassment of? 7. What did the scandal with the President of the United States lead to? 8. How many people were indicted? 9. What was revealed in July 1973, as evidence mounted against the President's staff? 10. Did the U.S. Supreme Court unanimously rule that the president had to hand over the tapes to government investigators? 11. When did Nixon resign the presidency? 12. Did his successor Gerald Ford pardon him? 13. What name has since become synonymous with political scandals in the United States and in other English- and non-English – speaking nations?

IV. *Retell the above text using as many of the word combinations and phrases from the topical vocabulary as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Write down all possible questions to the following sentence:*

Having a tape – recording system in his office he had recorded many conversations.

II. *Ask questions to which the following statements may serve as the answers.*

1. This political scandal referred to some action by a politician deemed unacceptable in law or by custom. 2. He believed and suspected the conversations in the Oval Office were being taped. 3. The witness claimed he had offered him a large sum of money, which he declined. 4. They went to the prosecutor and told the truth. 5. Two days later he told us that he had been cooperating with the attorneys. 6. The action was held to be morally unacceptable to the electorate.

III. *Find in the text and copy out sentences in which the preposition **after** is used. Translate them.*

IV. *Complete the following sentences using the words from the box:*

voters	scandal	public	advertise	newspapers	coverage
--------	---------	--------	-----------	------------	----------

1. In modern societies the mass media are citizens' most important source of information about affairs. 2. They also find some evidence that the coverage of this scandal was less biased for with higher circulation. 3. Politicians may wish to communicate directly with about certain matters, such as popular policy decisions. 4. Newspapers are more aggressive in the bias of their of scandals when the president belongs to the least favorite political party. 5. They clearly have

no incentive to their wrongdoings. 6. The Watergate stimulated considerable interest in how scandals are covered by the mass media.

SPEAKING:

Unit VII. SCANDAL & CRISIS

I. Explain and expand on the following:

The political ideology of media owners plays a role – they prefer to target the opposition but will reluctantly cover their own side. Journalists have to frame the story in terms of the audience's values and expectations to maximize the impact.

II. Share opinions on the topic.

News coverage of some of the more sensationalized political scandals has tended to focus on salacious details, resembling gossipy tabloid coverage of celebrity scandals. On the other hand, some political scandals have been treated more soberly as crises implicating the legitimacy of government. In either case, it is widely believed that political scandals are capable of profoundly undermining the credibility of government, in the public mind.

III. Say what you think about the following.

Must all politicians convicted of crimes leave politics for good?

TEXT 3
FRAMING

I. Read and translate the text.

Framing is, as defined by key scholar Robert Entman, ‘selecting some aspects of a perceived reality and making them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation’.

Implicated in his definition is a conscious selection of events. Narratives, however, can be conceived unconsciously by journalists, and are subsequently interpreted unconsciously by audiences, within their cultural context. As Erving Goffman (1974) notes, frames are inherently related to culture; the way in which journalists think about and audiences come to understand news stories are related to the values, norms and patterns of knowledge within a given society. Identifying frames as a ‘bridging concept’ between culture and understanding, Baldwin Van Gorp (2007) has distinguished between the uses of frames and framing for journalists and audiences alike. As a tool for journalists, Van Gorp refers to what he calls ‘frame packages’, which are essentially constructed according to theme, and include ‘explicit and implicit statements that deal with justifications, causes and consequences within a temporal order...’. These ‘frame packages’ provide journalists with the devices to be able to relay a narrative that audiences will understand and recognize, devices which include word choice, metaphors, exemplars, catchphrases, visual images, descriptions, and stereotypes. Audiences, in turn, are able to interpret these narratives because of their recurring presence in the media, drawing conclusions based on knowledge of prior events.

As already noted, cultural values and norms are a key component for understanding news frames; subsequently, they are a consideration for the choice of news frames as well (Van Gorp, 2007). Narratives which reflect dominant values or ideologies of society will undoubtedly take precedent over those which do not. Similarly, the concept of newsworthiness helps define for media institutions which narratives to include. When reporting on social problems, for example, Stuart Hall et al. (1978) note that in order to be appealing to media audiences, narratives must feature elements which illicit emotional reactions seem to pose a legitimate threat to a large portion of the public, or feature prominent public figures. It is not just the values of society, however, that are taken into consideration. The values of independent journalists, editors and news organizations can also be a defining factor in the choice of news frame.

The process of selection and salience implicated in the notion of framing signifies the role that media institutions play in defining reality for its audiences. As William Gamson et al. (1992) have noted, people are generally uninformed about events which are not within close proximity to their everyday reality, and so media become the method through which they garner information about the world 'out there'. This role in defining reality is where media power lies. Media can be seen as reflecting not a world out there, but the practices of those having the power to determine the experience of others. Even further than defining what is news, and consistent with the agenda-setting theory of mass media, Bernard Cohen's often-quoted phrase regarding the power of the press is undoubtedly relevant here: '[the press] may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about'. The media must define for the majority of the population what events are taking place, but also, they must offer powerful interpretations of how to understand these events. The media's role in constructing the audience's reality of events is of most significance when considering media power.

(by Zuzanna Natalie Blaszkiewicz)

II. Read and memorize the following words:

alike – одинаково

appeal to v. – обращаться к

catchphrase – модная фраза

causal – непреднамеренный

conceive v. – задумывать, понимать

deal with v. – иметь дело с, рассматривать

distinguish v. – выделить, различать

feature v. – изображать, быть характерной чертой

frame – выражение в словах; структура

framing – выражение в словах; структура; подтасовка

garner v. – накапливать

illicit – незаконный, недозволенный

implicate v. – впутывать, вовлекать

lie v. – лгать

narrative – изложение фактов
promote v. – содействовать
proximity – близость; соседство
relay v. – передавать
salient – заметный, бросающийся в глаза
signify v. – означать, выражать
stunningly – потрясающе
subsequently – впоследствии
tool – инструмент
treatment – обработка, трактовка
unconsciously – бессознательно
undoubtedly – несомненно, бесспорно

Unit VII. SCANDAL & CRISIS

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

treatment, journalist, narrative, undoubtedly, conscious, audiences, metaphor, inherently.

II. *Find in the text English equivalents for the following word combinations and phrases, and write them out:*

включают в себя выбор слов; может быть задуман бессознательно; часто цитируемая фраза; независимые журналисты; является потрясающе успешным; содействовать конкретному определению проблемы; представлять законную угрозу; показать видных общественных деятелей; воспринимаемая реальность; из – за их повторяющегося присутствия в средствах массовой информации; по его определению; причастный; знание предшествующих событий; в данном обществе; накапливают информацию; включают в себя "явные и неявные" утверждения; передать рассказ; структура новостей; недозволенные эмоциональные реакции; в пределах их культурного контекста; которые учтены; характерная особенность, включённая в это понятие; при представлении социальных проблем; концепция новостной ценности.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. How did key scholar Robert Entman define framing? 2. What does the word *implicated* mean in his definition? 3. What does Erving Goffman note? 4. Who has distinguished between the uses of frames and framing for journalists and audiences alike? 5. What does Van Gorp call 'frame packages'? 6. What do these 'frame packages' provide journalists with? 7. Why are audiences able to interpret these narratives? 8. Why are cultural values and norms a consideration for the choice of news frames? 9. What helps define for media institutions which narratives to include? 10. Can the values of independent journalists, editors and news organizations be a defining factor in the choice of news frame? 11. Does the process of selection and salience implicated in the notion of framing signify the role that media institutions

play in defining reality for its audiences? 12. What becomes the method through which people garner information about the world 'out there' according to William Gamson et al.? 13. Can media be seen as reflecting a world out there or the practices of those having the power to determine the experience of others? 14. Is the media's role in constructing the audience's reality of events of most significance?

IV. Complete the following sentences:

1. Narratives are subsequently interpreted unconsciously within their cultural context. 2. As Erving Goffman notes, frames are inherently..... . 3. The values of independent journalists, editors and news organizations can also be in the choice of news frame. 4. are generally uninformed about events which are not within close proximity to their everyday reality. 5. This role is where media power lies. 6. The media must offer of how to understand events.

V. Retell the above text using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

*I. Find in the text and copy out sentences in which prepositions **within** and **through** are used. Translate them.*

II. Write down all possible questions to the following sentence:

The concept of salience and selection known as framing points to the incredible power of the press to construct the audience's understanding of events.

*III. Add the suffix **-al** to the following stems, make any necessary spelling changes, and translate the words:*

Word-building:	music <i>n.</i> + al = musical <i>adj.</i>
-----------------------	--

accident, tradition, norm, function, education, environment, examination, feud, sensation, origin, memory, centre, section, region, trivia, universe.

IV. Give the noun of each of the following:

societal, medicinal, brutal, ceremonial, controversial, critical, dimensional, digital, ethical, familial, sentimental, territorial, personal, promotional, reputational.

*V. Find in the above text and copy out adjectives with the suffix **-al** and use them in sentences of your own.*

VI. Insert the prepositions.

1. The press industry as a media institution plays a definitive role shaping public consciousness and attributing salience to specific issues. 2. simply

reporting on something, the press consciously asserts the importance of one issue another, and through their reporting, defines for the audience how to interpret the issue. 3. Framing functions as a way to enhance those parts a narrative that will be most financially and politically beneficial to newspaper owners and their interests. 4. In the social sciences, framing comprises a set of concepts and theoretical perspectives on how individuals, groups, and societies communicate reality. 5. One can view framing in communication as positive or negative – depending the audience and what kind of information is being presented. 6. Members of political parties attempt to frame issues in a way that makes a solution favoring their own political leaning appear as the most appropriate course of action for the situation hand. 7. News media frame all news items by emphasizing specific values, facts, and other considerations, and endowing them greater apparent applicability for making related judgments. 8. There have been, however, some examples of individual transgressions framed as scandal the press industry.

Keys: *of, with, in, within, by, on, over, at, about.*

SPEAKING:

I. Develop the idea:

The effects of framing can be seen in many journalism applications. With the same information being used as a base, the "frame" surrounding the issue can change the reader's perception without having to alter the actual facts. In the context of politics or mass-media communication, a frame defines the packaging of an element of rhetoric in such a way as to encourage certain interpretations and to discourage others. For political purposes, framing often presents facts in such a way that implicates a problem that is in need of a solution. Associated perceptions of factual information can vary based upon the presentation of the information.

II. Discuss a new kind of TV program which you think will be interesting for your generation. Try to interest and to persuade your friends that your idea is very attractive and should be accepted. Make your reasons as convincing as possible.

TEXT 4 CRISIS

I. Read and translate the text.

A crisis (from the Greek κρίσις - krisis) is any event that is, or is expected to lead to an unstable and dangerous situation affecting an individual, group, community, or whole society. Crises are deemed to be negative changes in the security, economic, political, societal, or environmental affairs, especially when they occur abruptly, with little or no warning. More loosely, it is a term meaning "a testing time" or an "emergency event".

Crisis is the situation of a complex system (family, economy, society) when the system functions poorly, an immediate decision is necessary, but the causes of the dysfunction are not known.

Crisis has several defining characteristics. Seeger, Sellnow, and Ulmer say that crises have four defining characteristics that are "specific, unexpected, and non-routine events or series of events that create high levels of uncertainty and threat or perceived threat to an organization's high priority goals." Thus, the first three characteristics are that the event

- 1) is unexpected (i.e., a surprise);
- 2) creates uncertainty;
- 3) is seen as a threat to important goals.

Venette argues that "crisis is a process of transformation where the old system can no longer be maintained." Therefore, the fourth defining quality is the need for change. If change is not needed, the event could more accurately be described as a failure.

Apart from natural crises that are inherently unpredictable (volcanic eruptions, tsunami etc.) most of the crises that we face are created by man. Hence, the requirements of their being 'unexpected' depend upon man failing to note the onset of crisis conditions. Some of our inability to recognise crises before they become dangerous is due to denial and other psychological responses that provide succour and protection for our emotions.

A different set of reasons for failing to notice the onset of crises is that we allow ourselves to be 'tricked' into believing that we are doing something for reasons that are false. In other words, we are doing the wrong things for the right reasons. For example, we might believe that we are solving the threats of climate change by engaging in economic trading activity that has no real impact on the climate.

The effect of our inability to attend to the likely results of our actions can result in crisis. From this perspective we might usefully learn that failing to understand the real causes of our difficulties is likely to lead to repeated downstream 'blowback'.

Crisis management is the process by which an organization deals with a major event that threatens to harm the organization, its stakeholders, or the general public. It is considered to be the most important process in public relations.

In contrast to risk management, which involves assessing potential threats and finding the best ways to avoid those threats, crisis management involves dealing with threats before, during, and after they have occurred. It is a discipline within the broader context of management consisting of skills and techniques required to identify, assess, understand, and cope with a serious situation, especially from the moment it first occurs to the point that recovery procedures start.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

abruptly – резко, внезапно

apart from – помимо, кроме того

assess v. – оценить

attend v. – уделять внимание, заниматься

avoid v. – избежать

“blowback” – “возвращение” (т.е. непреднамеренный побочный результат)

deal with v. – иметь дело с

deem v. – считать, полагать
denial – отказ, отрицание, опровержение
engage in v. – заниматься
fail v. – терпеть неудачу, не удаваться
failure – провал, неудача, неспособность
harm v. – причинять вред
immediate – немедленный, безотлагательный
impact – влияние
inherently – по существу
non-routine – внеплановый
occur v. – происходить, случаться
onset – начало
requirement – требование, необходимое условие
succour – помощь, оказанная в тяжёлую минуту
threat – угроза
threaten v. – угрожать
uncertainty – неопределённость
warning – предупреждение, предостережение

Unit VII. SCANDAL & CRISIS

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

environmental, occur, threat, crisis, requirement, succour, non-routine, warning, failure, eruption.

II. *Find in the above text English equivalents for the following words and word combinations, and write them out:*

навредить организации; привести к нестабильной и опасной ситуации; с этой точки зрения; качество; экологические вопросы; заинтересованная сторона; более свободно; оценка потенциальных угроз; непредсказуемый; психологические ответы; аварийное происшествие; причины дисфункции; чтобы избежать этих угроз; воспринимаемая угроза; больше не может быть сохранена; извержения вулканов; уделять внимание возможным результатам; всё общество; вниз по течению; справиться с серьёзной ситуацией; с которыми мы сталкиваемся; наша неспособность распознать кризисы; обеспечить помощь в тяжёлую минуту.

III. *Ask your own questions to the text for class discussion.*

IV. *Explain in English the meaning of:*

crisis management, unpredictable, public relations, volcanic eruptions, inability.

V. *Retell the above text using as many of the words and word combinations from Exercise II as you can.*

VOCABULARY EXERCISES

I. *Add the prefix non- to the front of each base word to make a new word and translate them:*

Word-building: the negative prefix **non-** is added to nouns of action, condition, or quality with the sense of “absence, lack of,” or simply “not”:

non-Catholic

This Latin negative prefix can form negative adjectives with many present participles and past participles regardless of the origin of the stem word such as:

existent - nonexistent

smoking - non-smoking

Another interesting fact about non- is that it can often form negative adjectives by joining verbs, to express the meaning that the thing described does not perform the action described by the verb:

stop v. - non-stop

Whether to add a hyphen depends upon whether American or British usage is being observed.

entity, event, fiction, flammable, freezing, sense, smoking, standard, stick, essential, professional, human, poisonous, availability.

II. *Translate the following words with the negative prefix non-:*

non-negotiable, non-judgmental, non-specific, non-aligned, non-profit, non-slip, non-shrink, nonchalant, non-making, non-man made, nonvoting, nonviolent.

III. *Find in the above text and copy out the sentence containing a word with the prefix non- and use it in sentence of your own.*

IV. *Choose the proper verb form and translate the sentences.*

1. If a company at the centre of a crisis seen to be unresponsive, inconsistent, confused, or unable to provide reliable information, the damage inflicted on its reputation be lasting. 2. The study of crisis management with the large-scale industrial and environmental disasters in the 1980s. 3. We took the efforts..... employees and the public of a potential hazard which could have a catastrophic impact. 4. There are 3 essential steps that our organization take to prepare for and withstand a communications crisis. 5. Crisis management become a defining feature of contemporary governance. 6. In times of crisis, communities and members of organizations expect their public leaders the impact of the crisis at hand. 7. In this extreme environment, policymakers must collective learning from the crisis experience. 8. A crisis often a window of opportunity for reform for better or for worse.

(**Missing verbs:** can, to minimize, is, opens, will, foster, originated, has, to inform)

V. Find in the above text and copy out sentences in which linking expressions **thus, in other words, therefore, hence and due to** are used. Which of them introduces rephrasing and correcting, results and conclusions, and a reason?

SPEAKING:

I. Discuss the arguments for the following problem Unit VII. SCANDAL & CRISIS
of the topic.

Historically, politics and crisis go hand in hand. In describing crisis, President Abraham Lincoln said, "We live in the midst of alarms, anxiety beclouds the future; we expect some new disaster with each newspaper we read."

TEXT 5

PERSONAL CRISIS

I. Read and translate the text.

A personal crisis occurs when an individual can no longer cope with a situation. This is preceded by events of an extraordinary nature triggering extreme tension and stress within an individual, i.e., the crisis, which then requires major decisions or actions to resolve. Crises can be triggered by a wide range of situations including, but not limited to, extreme weather conditions, sudden change in employment or financial state, medical emergencies, long-term illness, and social or familial turmoil.

Crises are simply a change in the events that comprise the day-to-day life of a person and those in their close circle, such as the loss of a job, extreme financial hardship, substance addiction or abuse and other situations that are life altering and require action that is outside the "normal" daily routine. A person going through a crisis experiences a state of mental disequilibrium, in which the ego struggles to balance both internal and external demands. In this case, a said person resorts to coping mechanisms to deal with the stress. Various coping mechanisms include:

- high emotions (crying, physical withdrawal);
- defence mechanisms (denial, repression);
- making rash decisions;
- acting out;
- putting things on hold.

In some cases, it is difficult for an individual undergoing a crisis to adapt to the situation. As it is outside of their normal range of functioning, it is common that one endures a struggle to control emotions. This lack of control can lead to suicidal tendencies, substance abuse, trouble with the law and general avoidance of resources available for help. One such resource used to aid an individual in crisis is their social support system, which can come in the form of family, friends, coworkers, or health professionals. It is important that a support system consists of people that the individual trusts. Although these support systems play a crucial role in aiding an individual through a crisis, they are also the underlying cause of two thirds of mental health crises. The aforementioned mental health crises can include marital issues, abandonment, parental conflict and family struggles.

In order to aid someone in crisis, it is crucial to be able to identify the signs that indicate they are undergoing an internal conflict. These signs, as well as the aforementioned coping mechanisms, include:

- irrational and/or narrow thinking;
- lowered attention span;
- unclear motives;
- disorganized approach to problem solving;
- resistance to communication;
- inability to differ between large and small issues;
- change or alteration to social networks.

As aforementioned, a crisis can be overcome by implementing mechanisms such as: sleep, rejection, physical exercise, meditation and thinking. To assist individuals in regaining emotional equilibrium, intervention can be used. The overall goal of a crisis intervention is to get the individual back to a pre-crisis level of functioning or higher with the help of a social support group. As said by Judith Swan, there's a strong correlation between the client's emotional balance and the trust in their support system in helping them throughout their crisis. The steps of crisis intervention are: to assess the situation based on behaviour patterns of the individual, to decide what type of help is needed (make a plan of action) and finally to take action or intervention, based on the individual's skills to regain equilibrium. The Registered Nurses' Association of Ontario proposed the ABC model for dealing with client's interventions in crises:

A – Basic attending skills (making the person comfortable, remaining calm, etc.);

B – Identifying the problem and therapeutic interaction (explore their perceptions, identify sources of emotional distress, identify impairments in behavioural functioning, use therapeutic interactions);

C – Coping (identify coping attempts, present alternative coping strategies, follow up post-crisis).

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

abandonment – отказ, одиночество

abuse – злоупотребление

addiction – пристрастие, наркомания

aforementioned – вышеупомянутый

cope with v. – справляться с

crucial – решающий

disequilibrium – нарушение равновесия; неустойчивость

ego – эго, собственное 'я'

employment – занятость, работа

endure v. – терпеть, выдерживать

hardship – лишения, неудобство

impairment – нарушение, ухудшение

lack – отсутствие, недостаток

long-term – долгосрочный

overcome v. – преодолеть, превозмочь

precede v. – предшествовать

regain v. – восстанавливать

resolve v. – решать

resort to v. – прибегать к *чему-либо*, обращаться к *кому-либо*

routine – рутина, установленный порядок

Unit VII. SCANDAL & CRISIS

struggle – *n.* борьба; *v.* бороться, добиваться

sudden – внезапный

tension – напряжённость, напряжённое состояние

trigger v. – побуждать, давать импульс; вызывать

trust – *n.* доверие; *v.* доверять

turmoil – суматоха, беспорядок

withdrawal – уход, удаление

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

equilibrium, familial, suicidal, withdrawal, throughout, addiction, therapeutic, require, although.

II. *Find in the above text English equivalents for the following words and word combinations, and write them out:*

модели поведения; для того, чтобы помочь *кому-то*; защитные механизмы; происходить; жизнь изо дня в день; предпринять меры или вмешательство; в восстановлении душевного равновесия; вызвав крайнее напряжение; оценить ситуацию; пристрастие к веществу или злоупотребление; решить; в их тесном кругу; основная причина; пониженная концентрация внимания; отсутствие контроля; конфликт с законом; адаптироваться к ситуации; принимая поспешные решения; узкое мышление; механизмы выживания; переживают внутренний конфликт; потеря работы.

III. *Answer the following questions using the words and word combinations from Exercise II:*

1. When does a personal crisis occur? 2. What can crises be triggered by? 3. What events give rise to crises? 4. What does a person going through a crisis experience? 5. What do various coping mechanisms include? 6. Why is it difficult for an individual undergoing a crisis to adapt to the situation? 7. What can the lack of control lead to? 8. Is the social support system one such resource used to aid an individual in crisis? 9. Which form can this social support system come in? 10. What can the mental health crises include? 11. What signs indicate an internal conflict of an individual? 12. How can a crisis be overcome? 13. Why can intervention be used to assist individuals in regaining emotional equilibrium? 14. What steps of crisis

intervention do you know? 15. Who proposed the ABC model for dealing with client's interventions in crises? 16. What can you say about this ABC model?

IV. *Fill in the gaps with the words and expressions from the text.*

1. This is preceded by of an extraordinary nature triggering extreme tension and stress within an individual. 2. The goal of a crisis intervention is to get the individual back to a pre-crisis level of functioning. 3. A person experiences a state of mental disequilibrium. 4. A support system must people that the individual trusts. 5. There's between the client's emotional balance and the trust in their support system in helping them throughout their crisis.

V. *Find in the above text and copy out sentences containing the modal verb **can** with the infinitive (active and passive).*

VI. *Outline the main ideas of the above text and write a summary.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the correct alternative in each of the following sentences.*

1. As printing methods developed, it became *possible / impossible* to produce colour prints. 2. Posters are also *disused / used* for reproductions of artwork, particularly famous works. 3. It must be said that journalists understand that without a degree of co-operation from politicians, political journalism would be *impossible / possible*. 4. Two-way symmetrical model of public relations is an *unideal / ideal* way of enhancing an organization's reputation among the target audience. 5. Organizations often hire celebrities or *infamous/famous* personalities who are popular among the crowd to enhance their reputation. 6. Lobbying is often spoken of with contempt when the implication is that people with *inordinate/ordinate* socioeconomic power are corrupting the law in order to serve their own interests. 7. Last week the minister was sacked for being *loyal / disloyal*. 8. *Nonprofit/Profit* organizations rely on free modes of persuasion, such as a public service announcement. 9. You should *trust/distrust* who says it's easy to have a career in journalism. 10. Gossip is an idle talk or rumor, especially about the *impersonal / personal* or private affairs of others. 11. The negative effects of gossip are strained relationships, *mistrust/trust*, *contentment/discontentment*, even anger, and *decreased /increased* productivity.

II. *Complete the following sentences using the words from the box:*

<i>implementation</i>	<i>trust</i>	<i>crisis</i>	<i>listening</i>	<i>responsibility</i>	<i>prepared</i>	<i>include</i>
<i>seriously</i>						

1. In the face of , leaders must deal with the strategic challenges they face, the political risks and opportunities they encounter, the errors they make. 2. Public leaders have a special to help safeguard society from the adverse consequences

of crisis. 3. The mental health crises can ... marital issues, abandonment, parental conflict and family struggles. 4. Decision making is both the act of coming to a decision as the of that decision. 5. Experts in crisis management note that leaders who take this responsibility would have to concern themselves with all crisis phases. 6. Broken is one of the greatest losses we feel. 7. A personal crisis can popup at any moment when you are not for it. 8. Active is an important method for helping individuals who are suffering in a crisis.

Unit VII. SCANDAL & CRISIS

III. *Write down all possible questions to the following sentence:*

The audience orientation will be required for crisis communication because of the importance of stakeholder perceptions during the crisis.

IV. *Translate the following sentences into English:*

1. Кризис представляет собой перелом, при котором существующие средства достижения целей становятся неадекватными, в результате чего могут возникать непредсказуемые ситуации и проблемы. 2. Причины кризиса могут быть внешними и внутренними. 3. В некоторых случаях, человеку, испытывающему кризис, трудно приспособиться к ситуации. 4. Деятельность человека построена на удовлетворении своих интересов, которые изменяются неравномерно и непропорционально. 5. Борьба между различными группами интересов (кланами, элитами, и др.) за власть и ресурсы является наиболее распространённым основанием для политического конфликта. 6. Опасность наступления кризиса существует всегда, поэтому его необходимо предвидеть и прогнозировать. 7. Возможности антикризисного управления зависят от цели, характера мотивации, профессионализма, искусства управления, понимания причин и последствий, а также ответственности. 8. Кризис в организации неизбежно порождает конфликты, так как он нарушает динамическое равновесие организации. 9. Управление конфликтами является важной составной частью процесса регулирования социально-производственных отношений в организации.

SPEAKING:

I. *Arrange a short debate on the following problem situation:*

In any situation, both in personal and professional life, the process of restoring trust can be an enormously positive adventure because you can redeem yourself and create newness. For example, when you have a broken relationship with someone, you have to learn to acknowledge your role in it, apologize, and have humility. Then you need to find a way to involve the person in a process of coming up with a new relationship.

II. *Comment upon the following statement. Share opinions.*

There are reasonable conditions under which newspapers that are read by larger and ideologically more heterogeneous audiences would find it profitable to cover all scandals, in order to satisfy (to some extent) all customers.

III. *Explain and expand on the following:*

In some cases *Watergate* is used as a benchmark against which other scandals are to be compared.

IV. *Speak about things which have happened to you and which really made you jumpy and angry.*

UNIT VIII

TEXT 1

ERVING GOFFMAN: IMPRESSION MANAGEMENT

I. Read and translate the text.

Erving Goffman (1922-1982) has provided an additional dimension to our understanding of the self. He points out that only by influencing other people's ideas of us can we hope to predict or control what happens to us. We have a stake in presenting ourselves to others in ways that will lead them to view us in a favorable light, a process Goffman calls **impression management**. In doing so, we use both concealment and strategic revelation. For example, a taxi driver may attempt to disguise from a passenger the fact that they were mistakenly traveling in the wrong direction, and a young professor fresh out of graduate school may spend several hours preparing and rehearsing a lecture in hopes of appearing "knowledgeable" to her students. You are probably aware of engaging in impression management when deciding what to wear for particular occasions, such as a party, a physician's appointment, a job interview, or a date.

Goffman sees the performances staged in a theater as an analytical analogy and tool for depicting and understanding social life, a perspective he calls the dramaturgical approach. He depicts social life as a stage on which people interact; all human beings are both actors and members of the audience, and the parts are the roles people play in the course of their daily activities. Goffman illustrates his approach by describing the changes that occur in waiters' behavior as they move from the kitchen to the dining room. As the nature of the audience changes, so does their behavior. "Frontstage" in the dining room, the waiters display a servile demeanor to the guests. "Backstage" in the kitchen, they openly flaunt and otherwise ridicule the servility they must portray frontstage.

Hence, as people move from situation to situation, they drastically alter their self-expression. They undertake to define the situation for others by generating cues that will lead others to act in ways they wish.

Although Goffman is commonly classed by sociologists with interactionists, his work departs in significant ways from classical symbolic interactionist formulations. Symbolic interactionists see each situation as somewhat unique, as freshly built up piece by piece out of the peculiar combinations of activities and meanings that operate in a particular setting. Goffman depicts social life as "frames" – structures – that have an invisible but real existence behind the visible social transactions of everyday life. These basic frameworks of understandings provide stable rules that people use in fashioning their behavior. Thus Goffman sees action as guided more by a mechanical adherence to rules than by an active, ongoing process of interpersonal negotiation.

(From Sociology. The Core. By James W. Vander Zanden.)

II. Read and memorize the following words and phrases:

adherence to – приверженность, верность чему-либо
be aware of – знать, сознавать
concealment – утаивание
cue – намек, реплика
date – свидание
depict v. – изображать
dimension – измерение
disguise [dis'gaɪz] v. – маскировать, скрывать
drastically – решительно, коренным образом
flaunt v. – выставять себя напоказ
have a stake in *something* – быть кровно заинтересованным в чём-либо
impression management – управление впечатлениями
mistakenly – ошибочно
point out v. – указать, показывать
portray v. – изобразить, изображать
predict v. – предсказывать
rehearse v. – повторять
revelation – открытие, раскрытие
ridicule v. – высмеивать, поднимать на смех
self – собственная личность; совокупность свойств (человека)
servility – раболепие, подобиострастие

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

concealment, dramaturgical, rehearsing, ridicule, frontstage, peculiar, flaunt, dimension.

II. *Find in the above text English equivalents for the following words and phrases and write them out:*

предсказать или контролировать; инсценированные представления; быть кровно заинтересованным в чём-либо; управление впечатлениями; раболепное поведение; обычно классифицируется социологами; в благоприятном свете; в процессе своей повседневной деятельности; высмеивать раболепие; обеспечить устойчивые правила; действовать таким образом; постепенно; наше понимание себя; процесс межличностного общения; его работа расходится с классическими формулировками; инструмент; только что закончивший аспирантуру; приём у врача; скрыть от пассажира; изменяют своё самовыражение; определить ситуацию; в формировании своего поведения.

III. *Answer the following questions. Use the topical vocabulary.*

1. Who has provided an additional dimension to our understanding of the self?
2. When can we hope to predict or control what happens to us?
3. Which process does Goffman call impression management?
4. In which cases do we use both concealment and strategic revelation? Give examples.
5. When are people aware of

engaging in impression management? 6. What does Goffman see as an analytical analogy and tool for depicting and understanding social life? 7. Why does he depict social life as a stage on which people interact? 8. Whose behaviour does Goffman illustrate by describing the changes that occur in the individual's behaviour? 9. When do people usually alter their self-expression? 10. Who is Goffman commonly classed with interactionists by? 11. How do symbolic interactionists see each situation? 12. What does Goffman depict as "frames"? 13. What do the basic frameworks of understandings provide?

IV. *Make up your own sentences or situations with the following phrases:*

servile demeanor, to view someone in a favorable light, an adherence to rules, to provide stable rules, to have a stake in *smth.*, to travel mistakenly, in the course of one's daily activities, the changes that occur in one's behavior, to ridicule a defect in one's character, in a particular setting.

V. *Explain in English the meaning of:*

a young professor fresh out of graduate school, a servile demeanor, to be traveling in the wrong direction, behavior, in a favorable light.

VI. *Retell the above text using as many of the words and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out phrases in which the preposition **of** is used. Translate them.*

II. *Complete the sentences with the words from the box:*

<i>big develops process human management credibility perceptions shaped conveying</i>

1. Impression management is a goal-directed conscious in which people attempt to influence the of other people about a person, object or event. 2. The notion of impression also refers to practices in professional communication and public relations, where the term is used to describe the process of formation of a company's public image. 3. A factor in impression management is the similar concept of self-presentation. 4. Self-presentation is a behavior of information about oneself or image of oneself to other people. 5. The concept of self is important to the theory of impression management as the images people have of themselves shape and are by social interactions. 6. Our self-concept from social experience early in life. 7. Self-presentation refers to a class of motivation on behavior. 8. Leaders must learn impression management strategies and tactics that assist them in demonstrating their , interpersonal attractiveness.

III. *Write down all possible questions to the following sentence:*

In 1958 Goffman became a faculty member in the sociology department at the University of California.

IV. *Ask questions to which the following statements may serve as the answers.*

1. Goffman made substantial advances in the study of face-to-face interaction, elaborated the "dramaturgical approach" to human interaction. 2. Without a doubt there are many motives governing impression management. 3. The impression management theory states that according to one's goals, we try and make our perception to follow those goals. 4. The objective of the performance is to provide the audience with an impression consistent with the desired goals of the actor. 5. Social identity refers to how people are defined and regarded in social interactions. 6. Certainly, this theory is about how the person wants to show himself or herself off but do it in a certain way to satisfy their needs and goals. 7. Almost every organization conducts at least one interview before making employment decisions.

SPEAKING:

I. *Explain and expand on the following:*

When people want to make a certain impression they have to forget certain tendencies and try to promote themselves toward a goal they want to achieve and accomplish. It all comes down to how you want to present yourself (self-presentation). The way you present yourself may cause either harm or a benefit to yourself, because the way you present yourself is what people see when they look at you. If you come up as negative to someone then that is how they will perceive you or if you come up positive, then they will see you as a positive person. It all depends on your impression you leave and your self-presentation of yourself.

(From Wikipedia, the free encyclopedia)

II. *Be ready to talk on the following topics.*

- 1) What traits of a person's character are required to make a good public relations specialist?
- 2) Share opinions of different kinds of everyday behaviour in public places.
- 3) Speak on the problem of impression management.

TEXT 2

THE INTERACTIONIST THEORY OF MOTIVATION

I. *Read and translate the text.*

Various theories of motivation have been propounded by many people, as a part of the ever widening search of a man for a better life. One such principle is the interactionist theory of motivation.

Interactionist theory is based on the assumption that people follow a particular way of living based on the inferences and conclusions drawn through social

interaction. In short, it is these interactionist attitudes that inspire or influence people to act in a particular way. A person interprets society based on the type of people he meets, experiences he shares with others, and develops an outlook based on these encounters.

This theory focuses mostly on the study of a person's feelings and thought processes, and attempts to explain social behavior at large. It was ideologically proposed in the works of German scientist, Max Weber, as a thought, and not as a theory. However, significant events in society led to the classification of this thought process as an interactionist motivational theory. According to which, there can be no generalization of a society or labeling it forward, backward, progressive, or pessimistic. It strongly supports the idea that every individual can break free and have his or her own assumptions about a way of living, not necessarily influenced by the majority.

For example, in a largely capitalistic society, there can be a person who comes across several experiences, which make him believe that communism is much better system of governance. Thus, he can pursue or strongly advocate communist principles. In other words, his interactions with the societal conditions have motivated a strong dislike for the capitalist form of governance and a liking for communism. Thus, sociologically, interactionist theory can be interpreted as study of motivations of an individual and their motivation for a particular behavior, in a society.

This theory plays a vital role in understanding the behavior of an individual and provides an insight into the unknown. In case of a terrorist under inspection, interactionist theory can throw light on the factors and people that he came in contact with, which shaped his mindset. This study can further influence creation of positive thinking and a healthy environment for living, which would foster prohibition of anti-social activities.

The ideas outlined by this theory have become one of the most dominant perspectives of viewing the world. The idea that an individual is not bound by social limitations and free to live with his own mindset is a part of the interactionist approach of thinking. Though the theory does not believe in making assumptions based on statistical data, it can certainly highlight the reason for inspiration of a particular behavior, on an individual level which serves as the single biggest advantage of this theory.

(<http://www.buzzle.com/articles/interactionist-theory-of-motivation>)

II. Read and memorize the following words and phrases:

advocate *v.* – отстаивать, пропагандировать

attitude – отношение

assumption – предположение

conclusion – вывод

dislike – неприязнь, нерасположение

draw (drew, drawn) *v.* – выводить (*заклучение*); делать (*вывод*)

encounter – столкновение

experiences *pl.* – опыт

governance – управление, руководство

highlight v. – придавать бо Unit VIII. IMPRESSION MANAGEMENT & MOTIVATION

inference – вывод, предположение

insight – понимание, проницательность

inspire v. – вдохновлять

labeling forward – называя передовым

mindset – мышление, ход мыслей

outline v. – наметить в общих чертах

outlook – прогноз, точка зрения

particular – особенный, заслуживающий особенного внимания

propound v. – выдвигать, предлагать на обсуждение

pursue v. – преследовать, заниматься

share v. – участвовать, использовать совместно

significant – значительный

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

inspire, pursue, drawn, German, mindset, generalization, motivational.

II. *Find in the above text English equivalents for the following word combinations and phrases and write them out:*

изложенные этой теорией; всегда расширенный поиск; собственные предположения; жизненно важная роль; были выдвинуты многими людьми; чтобы жить со своим собственным мышлением; интеракционистская теория мотивации; главным образом; следовать определённым образом; обобщение общества; не связан социальными ограничениями; можно интерпретировать.

III. *Answer the following questions using the word combinations and phrases from Exercise II:*

1. How have various theories of motivation been propounded by many people? 2. What is the interactionist theory based on? 3. How does a person interpret society? 4. What does this theory focus on? 5. Whose works was it proposed in? 6. What led to the classification of this thought process as an interactionist motivational theory? 7. What idea does this theory strongly support? 8. Why can interactionist theory sociologically be interpreted as study of motivations of an individual and their motivation for a particular behavior in a society? 9. Does this theory play a vital role in understanding the behavior of an individual and provide an insight into the unknown? 10. Can this study further influence creation of positive thinking and a healthy environment for living? Give your reasoning. 11. What have the ideas outlined by this theory become? 12. What is the single biggest advantage of this theory?

IV. *Fill in the gaps with the words and expressions from the text.*

1. This theory plays in understanding the behavior of an individual. 2. It is these interactionist attitudes that or influence people to act in a particular way. 3. According to this theory, there can be no of a society or labeling it forward, backward, progressive, or pessimistic. 4. interprets society based on the type of people he meets, experiences he shares with others. 5. The ideas have become one of the most dominant perspectives of viewing the world.

V. Retell the above text using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Find in the above text and copy out sentences in which linking expressions **though, in other words, in short** and **in case of** are used. Which of them introduces exemplification and summation, rephrasing and correcting, a contrasting idea, and condition?

II. Make your own sentences with **though, in other words, in short** and **in case of**, using word combinations and phrases of the topical vocabulary.

III. Find in the above text and copy out the sentence in which the phrase preposition **according to** is used. Translate it.

IV. Complete the sentences with the words from the box:

theories	motivated	based	society	survival	way
----------	-----------	-------	---------	----------	-----

1. Motivation theories are on various morals, beliefs, inspirations, and desires of individuals to act in a particular way. 2. Modern is characterized by various complex needs. 3. Human beings have certain needs, which make them act in a certain 4. Motivational are based on analyzing the psychology behind a course of action based on the benefits or wants. 5. The early human needed food for , for which he hunted, resulting in the development of a profession. 6. In order to keep oneself to pursue a certain act, there are rewards, or personal satisfaction.

V. Write out from the above text sentences with present perfect, active and passive.

VI. Write down all possible questions to the following sentence:
We are looking for an intelligent well-motivated professional.

SPEAKING:

I. Retell and discuss the following information.

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as

one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior. For example, a student studies hard to satisfy the need of hunger, or when a student does his/her work in school because he/she wants a good grade. Both show a similar connection between what we do and why we do it. According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are".

Readers will have a motive (or motives) for reading an article, even if such motives are complex and difficult to pinpoint. At the other end of the range of complexity, hunger is frequently the motive for seeking out and consuming food.

(From Wikipedia, the free encyclopedia)

II. *Comment upon the following statements. Share opinions.*

1) Interactionist theory deals with a person's understanding of society based on individuals that they meet; according to the theory, a person's perspective changes every time they interact with an individual, shaping and changing the opinions and views of both parties.

2) Though interactionist theory focuses mostly on individual feelings and thoughts, it attempts to explain societal behavior. According to this theory, every person is an individual, and should be treated as such for research purposes.

III. *Express your opinion on the following points of view.*

1) The self-control aspect of motivation is increasingly considered to be a subset of emotional intelligence; it is suggested that although a person may be classed as highly intelligent (as measured by many traditional intelligence tests), they may remain unmotivated to pursue intellectual endeavours.

2) Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

3) What are the things that actually motivate us to act?

TEXT 3 INTERACTIONIST THEORIES

I. *Read and translate the text.*

Interactionist theories are different in scope to the type of a structuralist while interactionists write about much the same type of things as their Consensus and Conflict counterparts, the theoretical emphasis is different. This is something that we now have to elaborate when we look at the various ways that interactionist sociologists have interpreted the concepts of culture and identity.

In general, interactionist perspectives tend to concentrate upon relatively small-scale levels of social interaction (between individuals, small social groups and so forth) and, for this reason, they are sometimes referred to as a micro level of sociological analysis.

Culture is a product of social interaction. That is, cultures develop out of the way people act towards one another in a way that involves both purpose and meaning. For example, using the classroom as an example, a teacher and students interact educationally in a way that has some purpose. Teacher's intended purpose might be "to teach sociology" and students' purpose might be "to learn sociology", although we can't take this for granted since some of you may be here for the purpose of keeping warm. This interaction also has some meaning for each of us and at a guess most of us would probably agree that the meaning of this interaction is educational.

The word "guess" illustrates the idea that we can never be certain of the purpose and meaning of any form of social interaction. This is because we are unable to know what someone else is thinking. The most we can do, therefore, is observe the behaviour of others and make assumptions (or educated guesses) about what they are thinking (their purpose and meaning) when they do something. For example, the teacher assumes that you turn-up to each of your classes for the purpose of studying Sociology (but he could be wrong).

What would happen if the teacher assumes he is here to teach you Sociology, but you each assume you are here for a different purpose (one of you assumes it is a party, another assumes it is a wedding, yet another assumes this is a public lavatory). If this were the case, then the meaning of this situation would be different for each of us and our behaviour, based on this meaning, would probably result in total confusion.

This example illustrates the potential for confusion that always exists in human interaction. If every time we tried to interact we had to check that everyone shared the same purpose and the meaning of the situation was more or less the same for everyone, then very little in the way of purposeful human interaction would be possible.

Many animals, for example, avoid these problems because their behaviour is instinctive. Their behaviour in any situation is governed by genetically predetermined responses to certain forms of stimulation. Many cats, for example, signal to another animal that they do not intend to attack it by raising their tail vertically. This is an instinctive action that does not have to be learnt – the cat instinctively knows that this is the correct signal to give in a non-threatening situation. This is efficient, but limiting.

A system of behaviour based on simple signals limits the ability of animals to develop beyond very simple groups, mainly because they lack the ability to communicate and share anything beyond a relatively simple set of meanings.

Humans, on the other hand, can solve these problems by taking advantage of two major biological advantages we have over most animals:

- Firstly, the ability to communicate through language (perhaps the ultimate system of shared meaning). This allows us to develop meaning in our behaviour.
- Secondly, the ability to remember meanings and act purposefully on the basis of this stored cultural knowledge.

These abilities mean we can develop cultural systems that can be learnt through a socialisation process. Thus, our ability to communicate symbolically (through words, gestures, looks and so forth) gives us the ability to develop very rich cultures

that may be unlimited in scope. This gives us the ability to control and shape our environment (both social and physical) in ways that are unimaginable for animals.

The ability to develop shared meanings is the key to understanding human interaction. Our ability to think (our consciousness) is both the problem and the solution, since what we effectively do, according to interactionists, is to create a sense of society and culture in which they can exist.

Thus, the world humans inhabit is a social construction. This involves the idea that society is a product of our ability to think and express our thoughts symbolically. The things that we recognise as being "part of our society" or "part of our culture" are simply products of our mind.

This is one reason why interactionists reject the idea that society has an objective existence that is separate from the people who, through their everyday relationships, create a sense of living in a society. Society is an elaborate fiction we create to help us make sense of our relationships and impose some sort of order on them.

We create this fictional universe to make social life possible, since without a sense of shared meanings about what we see and do, interaction would, at best, be very difficult and, at worst, impossible. Cultures, therefore, represent the general store of shared meanings that people create to give them a feeling of having things in common and as the basis for constructive social interaction.

For example, think of any dealings you have had with people who do not behave in ways that conform to your cultural expectations. People who are drunk, for example, frequently fail to observe expected cultural norms and this makes it very difficult for us to interact with them on anything but a very basic level of understanding.

(<https://www.boundless.com/business/textbooks>)

II. Read and memorize the following words:

advantage – преимущество

agree v. – соглашаться; сходиться во взглядах

and so forth – и так далее, и тому подобное

avoid v. – избежать, уклоняться

check v. – проверять

conform to v. – соответствовать чему-либо

confusion – путаница, смущение

consciousness – сознание, понимание

counterpart – двойник; две вещи, взаимно дополняющие друг друга

educationally – с точки зрения образования

elaborate v. – разрабатывать; *adj.* продуманный, тщательно разработанный

fictional – вымышленный, выдуманный

for granted – как должное

govern v. – управлять, регулировать

guess – предположение, догадка

at a guess – по грубому подсчёту, приблизительно

impose v. – производить сильное впечатление. предписывать

inhabit v. – жить, обитать, населять
intend v. – намереваться
interaction – взаимодействие
involve v. – включать в себя, подразумевать
lack v. – недоставать, не иметь
lavatory – туалет, уборная комната
predetermine v. – предопределять
refer to as v. – относиться к *чему-либо*, иметь отношение
reject v. – отклонить, отвергать
response – ответ, реакция, отклик
scope – возможности; кругозор, сфера, охват
separate – отдельный
small-scale – небольшой, ограниченный
tend v. – иметь тенденцию, иметь склонность
towards – по направлению к; по отношению к
turn-up v. – включаться, сосредоточить внимание
ultimate – окончательный. конечный
wedding – свадьба, венчание

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

reject, gesture, guess, micro level, structuralist, towards, predetermine, consciousness.

II. *Translate and memorize the following words and word combinations.*

This fictional universe, the ability to communicate symbolically, behaviour, to be different in scope, to conform to one's cultural expectations, the theoretical emphasis, frequently fail, shared meanings, relatively small-scale levels, to lack the ability to communicate, to be certain of the purpose, to interact educationally, to make assumptions, an elaborate fiction, predetermined responses, to happen, by taking advantage of, total confusion, at worst, on the other hand, purposefully, to shape our environment, at best, more or less the same.

III. *Answer the following questions using the words and word combinations from Exercise II:*

1. Are interactionist theories different in scope to the type of a structuralist? 2. What does interactionist perspectives tend to concentrate upon? 3. What is culture a product of? 4. What do cultures develop out of? 5. Why does the word "guess" illustrate the idea that we can never be certain of the purpose and meaning of any form of social interaction? 6. Does the potential for confusion always exist in human interaction? Give an example. 7. Why do many animals avoid these problems? 8. Do animals lack the ability to communicate and share anything beyond a relatively simple set of meanings? 9. By taking advantage of how many biological advantages can humans solve these problems? 10. What do these abilities mean? 11. What gives us the ability to develop very rich cultures that may be unlimited in scope? 12. Why

is the ability to develop shared meanings the key to understanding human interaction? 13. Which things are products of our mind? 14. Why do we create the fictional universe? 15. What represents the general store of shared meanings?

IV. Find in the above text and copy out phrases in which prepositions **beyond** and **through** are used. Translate them.

Unit VIII. IMPRESSION MANAGEMENT & MOTIVATION

V. Outline the main ideas of the above text and write a summary.

VOCABULARY AND GRAMMAR EXERCISES

I. Use the following base words to make adjectives with the suffix **-ful** and translate them:

Word-building: power <i>n.</i> + ful = powerful <i>adj.</i>
--

art, awe, beauty, care, colour, doubt, harm, help, hope, meaning, peace, use, charge, health, resource, skill, thought, success.

II. Find in the above text and copy out the phrase containing an adjective with the suffix **-ful**, translate it.

III. Write down all possible questions to the following sentence:

Their behaviour in any situation is governed by genetically predetermined responses to certain forms of stimulation.

IV. Choose the proper verb form and translate the sentences.

1. Symbols can to one another to create very complex ideas and meanings. 2. The social interaction assumes that language acquisition is by the interaction of a number of factors – physical, linguistic, cognitive, and social. 3. Lev Vygotsky created a model of human development now the socio-cultural model. 4. Jerome Bruner believes that students retain knowledge best when it is something they discovered on their own. 5. Meaning-making when the individual associates objects and actions with meaning for themselves. 6. Vygotsky on the connections between people and the socio-cultural context in which they act and interact in experiences. 7. Social interaction theory studies the ways that people with one another.

(**Missing verbs:** occurs, influenced, engage, be related, called, shared, have, focused)

V. Translate the following sentences and define the italicized verb forms.

1. Interactionists *want* to understand each individual, and how they *act* within society. 2. Situations *are structured* by individuals who, in the course of interaction establish a joint sense of the present, develop a *corresponding* sense of shared past, open common horizons to the future. 3. Interactionists prefer several methods *to contrast* with Structuralist methods, namely, *unstructured* interviews, covert

participant observation, overt participant observation, and analysing historical, public and personal documents by content analysis. 4. Interactionist methods generally *reject* the absolute need *to provide* statistics. 5. The social world *is comprised* by interactional fields, strong and weak, that *invoke* in the minds of the participants certain meanings and suggest, with various degrees of urgency, appropriate lines of action. 6. At any *given* moment the self is the expression of the entire situation (interactional field) in which the individual *is acting*, while the situation is the reflection of the totality of selves *engaged* in an interactional encounter. 7. Interactionist theory *entails* a dialectical circle: man is an author of his social world, but he is also a product of society. 8. Herbert Blumer *expanded* on Mead's work and *coined* the term "symbolic interactionism".

SPEAKING:

I. Retell and discuss the text.

In sociology, interactionism is a theoretical perspective that derives social processes (such as conflict, cooperation, identity formation) from human interaction. It is the study of how individuals act within society. Interactionist theory has grown in the latter half of the twentieth century and has become one of the dominant sociological perspectives in the world today. George Herbert Mead, as an advocate of pragmatism and the subjectivity of social reality is considered a leader in the development of interactionism.

The social interaction is a face-to-face process consisting of actions, reactions, and mutual adaptation between two or more individuals. The goal of the social interaction is to communicate with others. If the interaction is in danger of ending before one intends it to, it can be conserved by conforming to the others' expectations, by ignoring certain incidents or by solving apparent problems.

Erving Goffman underlines the importance of control in the interaction. One must attempt to control the others' behaviour during the interaction, in order to attain the information one is seeking and in order to control the perception of one's own image. Important concepts in the field of interactionism include the "social role" and Goffman's "presentation of self".

(by Dmitri Shalin, Illinois University)

II. Explain and expand on the following.

1) Symbolic interactionism is the way we learn to interpret and give meaning to the world through our interactions with others.

2) Personality is the subjective and individual aspect of culture, and culture is the objective, generic or general aspect of personality. (Park, 1952)

TEXT 4

SOCIAL CONSTRUCTION of MEANING

I. Read and translate the text.

Humans have the ability to impose a sense of order and predictability on a potentially disordered and unpredictable social world by creating shared meanings about situations. This system of meaning (culture) involves the standard sociological ideas of role play, values and norms, but the question to finally consider is how do we go about the task of creating a culture in the first place?

In simple terms, therefore, we have to consider the process whereby individuals "agree to agree" about what they Unit VIII. IMPRESSION MANAGEMENT & MOTIVATION are doing it (the meaning of interaction).

Interactionists generally start to explain this process by referring to the concept of a definition of the situation. That is, how we define a situation affects how we behave when we are in that situation. We can look at this process in more detail in the following way.

To make sense of the confusing world that we experience on a daily basis, interactionists argue that we use a process of categorisation and labelling. That is, as we interact we categorise similar experiences (or phenomena) in some way. For example, we create categories of people based around our perception of them as:

- male or female;
- young or old;
- employer or employee;
- husband or wife.

Each category of related phenomena is like a little box that we hold inside our mind and, for our convenience, each little box has:

- a. A name or label that identifies it for us (for example, the label "mother").
- b. A set of social characteristics inside. That is, a set of related ideas that we associate with the label on the box.

Thus, when someone we meet reveals one of their social labels to us ("I'm a mother", for example) we mentally "open the box" that contains our store of knowledge about "motherhood".

This might include objective (factual) information (a mother is someone who has given birth to a child) as well as subjective (based upon opinion or values) information (I love my mother so all children love their mothers; a mother has a duty to look after her children and so forth).

By categorising the social world we give it the appearance of order and regularity, since when we meet people we are able to interact with them on the basis of the "general things that we know about this type of person".

When we meet police officers, for example, we might give them an exaggerated respect because we realise that they have the power to arrest us if we do not give the appearance of recognising their authority.

The socialisation process, therefore, is one that focuses on the teaching and learning of common cultural meanings, since this is the basis for all meaningful social interaction. One of the most important things we learn, in effect, is how to recognise different situations and how we are expected to generally behave in that situation.

(From "Types of Public Relations")

II. *Read and memorize the following words:*

affect v. – воздействовать, влиять

agree v. – соглашаться; соответствовать; сходиться во взглядах

appearance – видимость; появление; явление

associate with v. – ассоциировать(ся), связывать с; обобщать с *чем-либо*

behave v. – поступать, вести себя

convenience – удобство; выгода

employee – служащий; работающий по найму

employer – наниматель, предприниматель

explain v. – объяснять

go about v. – заниматься *чем-либо*, приниматься за *что-либо*

inside – внутри

label v. – прикреплять ярлык; label n. – этикетка, ярлык

look after v. – присматривать, заботиться

meaningful – значащий, многозначительный

mentally – умственно; мысленно

mind – разум, умственные способности

perception – восприятие, понимание

predictability – предсказуемость

purpose – намерение, цель

reveal v. – показывать, обнаруживать

set – набор, ряд, серия

similar – подобный; похожий

store – запас

whereby – посредством чего

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

associate, whereby, purpose, argue, employee, regularity, exaggerated.

II. *Find in the above text English equivalents for the following words and phrases and write them out:*

видимость порядка и правильности; простыми терминами; запутанный мир; излишне подчеркнутое уважение; неупорядоченный и непредсказуемый социальный мир; процесс категоризации и маркировки; держать в нашем уме; ценности; содержит наш багаж знаний; взаимодействовать; разделяемые значения; принимаемся за задание; в результате; навязать чувство; набор связанных идей; «согласны договориться»; мы осознаём; признание их авторитета; определение.

III. *Ask problem questions to the above text using the words and phrases from Exercise II.*

IV. *Find words and expressions in the text for which the following are antonyms.*

Disrespect, outside, disorder, similar, unrelated phenomena, complicated, in less detail.

V. *Retell the above text using as many of the words and phrases from Exercise II as you can.*

Unit VIII. IMPRESSION MANAGEMENT & MOTIVATION

VOCABULARY EXERCISES

I. *Use the following base words to make nouns with the suffix **-ability** and translate them:*

Word-building: read v. + *ability* = readability n.
(the quality of being able to be or having to be)

to excite, to interchange, to approach, to account, to adapt, to check, to change, to detect, to employ, to profit, to rely, to suit, to vary.

II. *Find in the above text and copy out the sentence containing a noun with the suffix **-ability**, translate it.*

III. *Match each group of words to the correct adjective suffix. The suffix must fit all three words in the group. What spelling changes do you have to make when you add the suffix?*

- | | | | |
|-----------|---------|------------|----------|
| 1 topic | culture | experiment | a) -ful |
| 2 vary | malice | poison | b) -less |
| 3 tree | success | mind | c) -able |
| 4 health | use | trust | d) -some |
| 5 news | gossip | laze | e) -ive |
| 6 imagine | predict | reason | f) -ous |
| 7 object | relate | interact | g) -y |
| 8 burden | hand | tire | h) -al |

IV. *Find in the text and copy out sentences in which linking expressions **therefore** and **thus** are used. What idea do they introduce? Translate the sentences with them.*

V. *Complete the following sentences using the correct preposition.*

1. Language also plays an important role the analysis of integration of everyday reality. 2. Social construction, therefore, refers to the human actions of consciously generating ideas, conceptual categories or classifications and experiences as representations some known phenomenon. 3. Social constructs are subject historical events, social forces and ideology. 4. As social constructs reside society or group members' minds, they have to be legitimised. 5. A socially

constructed reality is one that is seen as an ongoing, dynamic process that is reproduced by people acting their interpretations and their knowledge of it. 6. Everyday life presents itself as a reality interpreted men and subjectively meaningful to them as a coherent world.

Keys: *on, in, of, by, to, in.*

VI. *Use these phrasal verbs in the correct form to fill in the sentences below:*

to look at to look after to look for to look through

1. He information on the development of interactionism when the phone rang.
2. Every morning I leaflets because I am interested in business events.
3. Our manager a new form of advertising as social network advertising with a focus on social networking sites.
4. A babysitter is somebody who other people's child.
5. I an advertisement, but I couldn't find it anywhere.
6. It can be hard to imagine that he may not be able himself at some point in the future.
7. They have this process as the basis for all meaningful social interaction.
8. Why didn't you the constructivist learning theory which is very important in problem solving situations?

SPEAKING:

I. *Discuss the problems dealt with in the extract given below:*

A symbol does not need any direct relationship to the thing it symbolises. An example of the way we both communicate symbolically and use this ability to create very complex cultural rules and meaning might be:

Imagine you were standing at traffic lights waiting to cross the road. If you see a car go through a red light you may interpret that behaviour as "wrong" (because it is dangerous) or "illegal" (because it breaks the law). If, however, the car has a flashing blue light and a wailing siren you may interpret that behaviour as "understandable", because you assume the police officers in the car have a very good reason for acting both dangerously and illegally.

This also illustrates the idea of symbolic meanings, since there is no absolute relationship between a "red light" and the action "stop"; it is only because we have been socialised to make an association between the two things that a red light actually means *stop* to us.

Someone from a society where cars do not exist would not associate red traffic lights with "stop" or "it's dangerous to cross the road when the light is green" because that symbolic association between the two things would not be a part of their "symbolic system of meaning" (or culture).

(<https://www.boundless.com/business/textbooks/>)

II. *Discuss the arguments for or against the following statement:*

The world of everyday life is not only taken for granted as reality by the ordinary members of society in the subjectively meaningful conduct of their lives. It is a world that originates in their thoughts and actions, and is maintained as real by these.

(by Peter L. Berger and Thomas Luckmann)

III. *Express your opinion on the following points of view.*

1) Understanding of language Unit VIII. **IMPRESSION MANAGEMENT & MOTIVATION** everyday life.

2) The development of a brand has been conceived of as a managerial process, whereby the marketer or brand owner is tasked with defining the brand, focussing on the core identity elements.

TEXT 5 LEADERSHIP

I. *Read and translate the text.*

A leader is a person who influences a group of people towards a specific result. Leadership is not dependent on title or formal authority. Ogbornia (2007) defines an effective leader "as an individual with the capacity to consistently succeed in a given condition and be viewed as meeting the expectations of an organization or society." Leaders are recognized by their capacity for caring for others, clear communication, and a commitment to persist. An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of their position. Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level.

Imagine a football team without a quarterback; an army without officers; corporations without executives; universities without deans; orchestras without conductors; and youth gangs without chiefs. Without overall direction, people typically have difficulty coordinating their activities. Consequently, in group settings some members usually exert more influence than others. We call these individuals *leaders*. Small groups may be able to get along without a leader, but in larger groups a lack of leadership leads to chaos.

Two types of leadership roles tend to evolve in small groups. One, a task specialist, is devoted to appraising the problem at hand and organizing people's activity to deal with it. The other, a social-emotional specialist, focuses on overcoming interpersonal problems in the group, defusing tensions, and promoting solidarity. The former type of leadership is *instrumental*, directed toward the achievement of group goals; the latter is *expressive*, oriented toward the creation of harmony and unity. In some cases, one person assumes both roles, but usually each role is played by a different person.

Leaders differ in their styles for exercising influence. Through the years, the classic experiments in leadership by Kurt Lewin and his associates have generated considerable interest. In these pioneering investigations, adult leaders working with groups of 11-year-old boys followed one of three leadership styles. In the *authoritarian* style, the leader determined the group's policies, gave step-by-step

directions so that the boys were certain about their future tasks, assigned work partners, provided subjective praise and criticism, and remained aloof from group participation. In contrast, in the *democratic* style, the leader allowed the boys to participate in decision-making processes, outlined only general goals, suggested alternative procedures, permitted the members to work with whomever they wished, evaluated the boys objectively, and participated in group activities. Finally, in the *laissez-faire* style, the leader adopted a passive, uninvolved stance; provided materials, suggestions, and help only when requested; and refrained from commenting on the boys' work.

The researchers found that authoritarian leadership produces high levels of frustration and hostile feelings toward the leader. Productivity remains high so long as the leader is present, but it slackens appreciably in the leader's absence. Under democratic leadership members are happier, feel more group-minded and friendlier, display independence (especially in the leader's absence), and exhibit low levels of interpersonal aggression. Laissez-faire leadership resulted in low group productivity and high levels of interpersonal aggression. Under other circumstances and in different cultural settings, an authoritarian leader may be preferred. The frequency of authoritarian leaders in developing nations has suggested to some sociologists that people may prefer a directed leadership style under highly stressful conditions. However, an equally plausible explanation is that it is easier for authoritarian leaders to seize and maintain leadership under these circumstances.

II. *Read and memorize the following words:*

adult – взрослый, совершеннолетний (человек)

aloof – в отдалении, в стороне

appoint to v. – назначать на

appreciably [ə'pri:ʃəblɪ] – ощутимо, существенно

associate – товарищ, коллега

capacity – способность

commitment – обязательство

conductor – дирижёр

consistently – последовательно

dean – декан

devote to v. – посвятить

enforce v. – принуждать, оказывать давление

exert v. – оказывать

frustration – крушение, крах

gang – шайка, банда

hostile – неприятельский; враждебный

lack – недостаток

laissez-faire-style ['leiseɪ 'feɪ 'stail] – *фр.* стиль невмешательства

lead (led, led) v. – командовать, возглавлять, быть первым

obedience – послушание, повиновение

outline v. – описывать в общих чертах, обрисовать

participate in v. – участвовать в

persist v. – настойчиво продолжать

plausible [ˈploːzəbl] – правдоподобный

praise – похвала

problem at hand – доступная (близкая) проблема

quarterback – защитник (футбол)

refrain v. – воздерживаться, сдерживаться

seize [siːz] v. – ухватиться за; завладеть

slacken v. – замедлять

Unit VIII. IMPRESSION MANAGEMENT & MOTIVATION

stance – положение, позиция

step-by-step – постепенно

succeed v. – достигать цели, иметь успех

toward(s) – по отношению к; по направлению к

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

authority, succeed, obedience, chaos, authoritarian, toward, exercising, tensions, appreciably.

II. *Find in the above text English equivalents for the following phrases and write them out:*

оказывать влияние; высокий уровень разочарования; для осуществления влияния; звание или официальный авторитет; разная культурная окружающая обстановка; ориентируется на преодоление межличностных проблем; берёт на себя обе роли; новаторские исследования; отвечающий ожиданиям; назначен на руководящую должность; при других обстоятельствах; обходиться без лидера; захватить и поддерживать лидерство; разрядка напряжённости; были уверены в своих будущих задачах; линия поведения группы; создание гармонии и единства; участвовать в процессе принятия решений; враждебные чувства по отношению к лидеру; возникать в небольших группах; способность заставить других охотно следовать.

III. *Answer the following questions using the words and phrases of the topical vocabulary:*

1. Who is a leader? 2. Is leadership dependent on title or formal authority? 3. How is an effective leader defined according to Ogbonnia? 4. Who has the right to command and enforce obedience? 5. Does every organization need leaders at every level? Why? 6. May small groups be able to get along without a leader? 7. What may a lack of leadership in larger groups lead to? 8. How many types of leadership roles tend to evolve in small groups? 9. What is the role of a task specialist devoted to? 10. What is the other leadership role? 11. What do leaders usually differ in? 12. What did the leader determine in the authoritarian style according to the classic experiments in leadership by Kurt Lewin and his associates? 13. What did the leader allow the boys to do in the democratic style? 14. What was the laissez-faire style characterized by? 15. What kind of leadership produces high levels of frustration and

hostile feelings toward the leader? 16. When do members feel more group-minded and friendlier, display independence (especially in the leader's absence), and exhibit low levels of interpersonal aggression? 17. What did laissez-faire leadership result in? 18. Why may authoritarian leaders in developing nations be preferable?

IV. *Use the following word combinations and phrases in the sentences of your own.*

An equally plausible explanation; to provide subjective praise and criticism; to participate in group activities; hostile feelings toward the leader; in group settings; to get along without a leader; interpersonal aggression.

V. *Find in the above text and copy out phrases in which the preposition **toward(s)** is used. Translate them.*

VI. *Agree or disagree.*

1. In group settings some members usually exert more influence than others.
2. Leadership can be defined as one's ability to get others to unwillingly follow.
3. A task specialist isn't devoted to appraising the problem at hand.
4. Leaders differ in their possibilities for social interaction.
5. In larger groups a lack of leadership leads to chaos.
6. Two types of leadership roles tend to evolve in larger groups.
7. In the authoritarian style, the leader didn't determine the group's policies.
8. Authoritarian leadership produces high levels of frustration and hostile feelings toward the leader.
9. People may prefer a directed leadership style under highly stressful conditions.

VII. *Retell the above text using as many of the phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out sentences in which linking expressions **in contrast** and **consequently** are used. Which of them introduces a result and conclusion, and a clear contrast between different people?*

II. *Complete the sentences with the words from the box:*

<i>ability</i>	<i>strive</i>	<i>leader</i>	<i>apart</i>	<i>challenge</i>	<i>academic</i>
----------------	---------------	---------------	--------------	------------------	-----------------

1. In contrast to the appointed head or chief of an administrative unit, a emerges within the context of the informal organization that underlies the formal structure.
2. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can her or his role in the organization.
3. Influence is the of a person to gain co-operation from others by means of

persuasion or control over rewards. 4. Leadership has become one of the fastest growing fields in higher education. 5. A good leader must always keep motivating his team-mates for good work and towards maintaining a healthy environment. 6. Charisma is a certain quality of an individual personality by virtue of which he is set from ordinary men and treated as endowed with supernatural, superhuman, or at least specific

Unit VIII. IMPRESSION MANAGEMENT & MOTIVATION

III. Write down all possible questions to the following sentences:

1. Charismatic people are often successful, and people are naturally drawn to them.

2. Leadership can be defined as the process of influencing the activities of an organized group toward goal achievement in an organization.

IV. Translate the following sentences into English:

1. Эрвин Гоффман считает, что сами люди создают ситуации, чтобы выразить символические значения, с помощью которых они производят хорошее впечатление на других. 2. Несмотря на определённую цель, которую человек ставит перед собой, он заинтересован в том, чтобы регулировать поведение других, особенно их ответную реакцию. 3. Социальное взаимодействие можно охарактеризовать как процесс, в котором люди действуют и испытывают взаимодействие друг на друга. 4. Теории мотивации анализируют факторы, оказывающие влияние на мотивацию. 5. Мотивация складывается из разнородных процессов, осуществляющих регуляцию поведения, прежде всего до выполнения действия и после него. 6. Мотивацией объясняется выбор между различными возможными действиями, а также упорство в осуществлении выбранного действия и достижении его результатов. 7. Обычно под харизмой понимают эмоционально-психические способности человека, благодаря которым его оценивают как одарённого особыми качествами и способного оказывать эффективное влияние на людей. 8. Харизма чаще всего возникает в экстремальных исторических условиях, когда формируется соответствующая социально-психологическая потребность. 9. Некоторые социологи считают, что харизма не является врождённым качеством личности, а является результатом особого невербального поведения, которому можно научиться.

SPEAKING:

I. Discuss this question.

Is an intelligent person someone who:

- is good at passing exams?
- has a good memory?
- knows a lot of facts?
- learns new things very quickly?
- is imaginative and creative?
- understands new ideas quickly?
- gets on well with people?
- has a successful career?

II. *Discuss the effect of a leader on a group.*

III. *Do you agree with the following statement?*

Most people believe that charisma is something mystical or magical – you are either born with it, or not.

Make use of the following questions:

- 1) How do you define charisma?
- 2) Is charisma a trait that one can develop?
- 3) Do you have it?
- 4) Can you get it?

IV. *Arrange short debates on the following statement:*

Personal charisma is the possession of highly-developed emotional and social communication skills. Charismatic individuals are brilliant and effective communicators who communicate emotions very well – particularly positive emotions.

UNIT IX

TEXT 1 PROPAGANDA

I. Read and translate the text.

Propaganda is a form of communication aimed towards influencing the attitude of a population toward some cause or position. It is information that is not impartial and used primarily to influence an audience and further an agenda, often by presenting facts selectively (perhaps lying by omission) to encourage a particular synthesis, or using loaded messages to produce an emotional rather than a rational response to the information presented.

While the term propaganda has acquired a strongly negative connotation by association with its most manipulative and jingoistic examples, propaganda in its original sense was neutral and could refer to uses that were generally positive, such as public health recommendations, signs encouraging citizens to participate in a census or election, or messages encouraging persons to report crimes to law enforcement.

It has always been a problem to define propaganda. The main difficulties have involved differentiating propaganda from other types of persuasion, and avoiding a biased approach ("what they do is propaganda, what we do is education"). Garth Jowett and Victoria O'Donnell have provided a concise, workable definition of the term: "Propaganda is the deliberate, systematic attempt to shape perceptions, manipulate cognitions, and direct behavior to achieve a response that furthers the desired intent of the propagandist." More comprehensive is the description by Richard Alan Nelson: "Propaganda is neutrally defined as a systematic form of purposeful persuasion that attempts to influence the emotions, attitudes, opinions, and actions of specified target audiences for ideological, political or commercial purposes through the controlled transmission of one-sided messages (which may or may not be factual) via mass and direct media channels. A propaganda organization employs propagandists who engage in propagandism – the applied creation and distribution of such forms of persuasion."

Both definitions focus on the communicative process involved – or more precisely, on the purpose of the process, and allow "propaganda" to be considered objectively and then interpreted as positive or negative behavior depending on the perspective of the viewer or listener.

According to historian Zbyněk Zeman, propaganda is defined as either white, or grey or black. White propaganda openly discloses its source. Grey propaganda is ambiguous or non-disclosed. Black propaganda purports to be published by the enemy or someone besides its actual origins.

Propaganda shares techniques with advertising and public relations, each of which can be thought of as propaganda that promotes a commercial product or shapes the perception of an organization, person, or brand. In post-World War II usage the word "propaganda" more typically refers to political or nationalist uses of these techniques or to the promotion of a set of ideas.

Propaganda was often used to influence opinions and beliefs on religious issues, particularly during the split between the Roman Catholic Church and the Protestant churches. Propaganda has become more common in political contexts, in particular to refer to certain efforts sponsored by governments, political groups, but also often covert interests. In the early 20th century, propaganda was exemplified in the form of party slogans. Also in the early 20th century the term propaganda was used by the founders of the nascent public relations industry to refer to their activities. This usage died out around the time of World War II, as the industry started to avoid the word, given the pejorative connotation it had acquired.

Literally it can be translated from Latin as "things that must be disseminated", in some cultures the term is neutral or even positive, while in others the term has acquired a strong negative connotation. The connotations of the term "propaganda" can also vary over time. For example, in Portuguese and some Spanish language speaking countries the word "propaganda" usually refers to the most common manipulative media – "advertising".

In English, propaganda was originally a neutral term for the dissemination of information in favor of any given cause. During the 20th century, however, the term acquired a thoroughly negative meaning in western countries, representing the intentional dissemination of often false, but certainly "compelling" claims to support or justify political actions or ideologies. This redefinition arose because both the Soviet Union and Germany's government under Hitler admitted explicitly to using propaganda favoring, respectively, communism and Nazism, in all forms of public expression. As these ideologies were repugnant to liberal western societies, the negative feelings toward them came to be projected into the word "propaganda" itself.

The propagandist seeks to change the way people understand an issue or situation for the purpose of changing their actions and expectations in ways that are desirable to the interest group. Propaganda, in this sense, serves as a corollary to censorship in which the same purpose is achieved, not by filling people's minds with approved information, but by preventing people from being confronted with opposing points of view. What sets propaganda apart from other forms of advocacy is the willingness of the propagandist to change people's understanding through deception and confusion rather than persuasion and understanding. The leaders of an organization know the information to be one-sided or untrue, but this may not be true for the rank and file members who help to disseminate the propaganda.

Propaganda also has much in common with public information campaigns by governments, which are intended to encourage or discourage certain forms of behavior (such as wearing seat belts, not smoking, not littering and so forth). Again, the emphasis is more political in propaganda. Propaganda can take the form of leaflets, posters, TV and radio broadcasts and can also extend to any other medium.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

acquire v. – приобретать, достигать

admit v. – пр	Unit IX. PERSUASION, PROPAGANDA & PUBLIC OPINION
aim v. – стремиться, иметь в виду	
ambiguous – двусмысленный, неясный	
arise (arose, arisen) v. – возникать, появляться	
census – перепись	
compel v. – принуждать	
comprehensive – всесторонний, исчерпывающий	
concise – краткий, сжатый	
connotation – дополнительное значение, сопутствующее значение	
corollary – естественное следствие, вывод	
covert – скрытый	
deception – обман, хитрость	
disseminate v. – распространять	
dissemination – распространение	
engage in v. – заниматься	
exemplify v. – служить примером; приводить пример	
explicitly – ясно, недвусмысленно	
further v. – способствовать, содействовать, продвигать	
impartial – беспристрастный; непредвзятый	
intent – цель	
jingoistic – ура-патриотический, шовинистический	
leaflet – тонкая брошюра	
littering – замусоривание	
nascent – возникающий, появляющийся	
omission – упущение, оплошность	
pejorative – уничижительный, унижительный	
persuasion – убеждение	
purport v. – подразумевать	
repugnant – отвратительный	
thoroughly – тщательно, основательно	

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

pejorative, corollary, jingoistic, persuasion, thoroughly, encouraging, neutral, omission.

II. *Find in the above text English equivalents for the following phrases and word combinations and write them out:*

другие формы пропаганды; чтобы поощрять или препятствовать; в пользу; уничижительный оттенок; рядовые члены; односторонние сообщения; правовое принуждение; предвзятый подход; во время раскола; имеет много общего; по отношению к *какому-то* делу или положению; формирует восприятие; обманывающая по оплошности; поощрять особый синтез; может принимать форму; краткое, реальное определение; изменяться с течением времени; открыто рас-

крывает свой источник; служит как следствие для цензуры; недвусмысленно позволили использование пропаганды.

III. *Find in the text synonyms of the following words:*

to distribute, to stimulate, arising, conviction, aim, equivocal, accurately.

IV. *Answer the following questions using the words and phrases of the topical vocabulary:*

1. What is propaganda as a form of communication aimed towards? 2. What is propaganda? 3. Why has the term *propaganda* acquired a strongly negative connotation? 4. Was propaganda in its original sense neutral? 5. Could it refer to uses that were generally positive? 6. Why has it always been a problem to define propaganda? 7. What definition of the term has been provided by Garth Jowett and Victoria O'Donnell? 8. Is the description made by Richard Alan Nelson more comprehensive? 9. What do both definitions focus on? 10. How does historian Zbyněk Zeman differentiate propaganda? 11. What is the difference between white, black and grey propaganda? 12. Which techniques does propaganda share? 13. What was propaganda often used for? 14. Does the word *propaganda* originate from Latin or Greek? 15. What does the word "propaganda" usually refer to in Portuguese and some Spanish language speaking countries? 16. When did this term acquire a thoroughly negative meaning in western countries? 17. Why did this redefinition arise? 18. Were the ideologies of both the Soviet Union and Germany's government under Hitler repugnant to liberal western societies? 19. In what case does propaganda serve as a corollary to censorship? 20. Does propaganda have much in common with public information campaigns? Give your reasoning.

V. *Reproduce the text in your own words.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out phrases with the past participle in the function of an attribute and translate them.*

II. *Find in the text the sentences with the infinitive passive and translate them.*

III. *Choose the proper verb form and translate the sentences.*

1. Propagandists frequently argue their point by claiming that the other side is to take away your control. 2. Social cognitive theories suggest that people have inherent biases in the way they the world and these biases can be used to manipulate them. 3. Authoritarian and totalitarian regimes propaganda to win and keep the support of the populace. 4. Propagandists emphasize the elements of information that their position and deemphasize or exclude those that do not. 5. There now four essential ingredients to a professionally managed political campaign: political polls, data processing, imagery, and money. 6. Propaganda is the more or less systematic effort other people's beliefs, attitudes, or actions by means of symbols (words, gestures, banners, monuments, music, clothing, designs on

coins, hairstyles and Unit IX. **PERSUASION, PROPAGANDA & PUBLIC OPINION**
act of propaganda is apt effects in several parts of the world. 8. The modern
world is with all kinds of competing propaganda and counterpropaganda and a
vast variety of other symbolic activities, such as education, news casting, publishing,
and patriotic and religious observances.

(**Missing verbs:** *perceive, to have, attempting, are, overrun, use, to manipulate, support*)

IV. *Write down all possible questions to the following sentence:*

Covert propaganda might include such things as unsigned political advertisements, clandestine radio stations using false names, and statements by editors, politicians.

SPEAKING:

I. *Share your opinions of different kinds of covert advertising. Make use of the following information.*

Covert advertising is when a product or brand is embedded in entertainment and media. For example, in a film, the main character can use an item or other of a definite brand, as in the movie "*Minority Report*", where Tom Cruise's character John Anderton owns a phone with the Nokia logo clearly written in the top corner, or his watch engraved with the Bulgari logo.

Another example of advertising in a film is in "*I, Robot*", where the main character played by Will Smith mentions his Converse shoes several times, calling them "classics", because the film is set far in the future. *I, Robot* and *Space balls* also show futuristic cars with the Audi and Mercedes-Benz logos clearly displayed on the front of the vehicles.

Similarly, product placement for Omega Watches, Ford, BMW and Aston Martin cars are featured in recent James Bond films, most notably *Casino Royale*. In "*Fantastic Four: Rise of the Silver Surfer*", the main transport vehicle shows a large Dodge logo on the front.

II. *Read the following text, then comment on it. Say whether you agree with the opinion which is expressed in the text.*

Journalistic theory generally holds that news items should be objective, giving the reader an accurate background and analysis of the subject at hand. On the other hand, advertisements evolved from the traditional commercial advertisements to include also a new type in the form of paid articles or broadcasts disguised as news. These generally present an issue in a very subjective and often misleading light, primarily meant to persuade rather than inform. Normally they use only subtle propaganda techniques and not the more obvious ones used in traditional commercial advertisements. If the reader believes that a paid advertisement is in fact a news item, the message the advertiser is trying to communicate will be more easily "believed" or "internalized".

Such advertisements are considered obvious examples of "covert" propaganda because they take on the appearance of objective information rather than the appearance of propaganda, which is misleading. The law must specifically mandate that any advertisement appearing in the format of a news item must state that the item is in fact a paid advertisement.

III. Retell and discuss the following information.

Propaganda can be classified according to the source and nature of the message. White propaganda generally comes from an openly identified source, and is characterized by gentler methods of persuasion, such as standard public relations techniques and one-sided presentation of an argument.

Black propaganda is identified as being from one source, but is in fact from another. This is most commonly to disguise the true origins of the propaganda, be it from an enemy country or from an organization with a negative public image.

Grey propaganda is propaganda without any identifiable source or author. A major application of grey propaganda is making enemies believe falsehoods using straw arguments: As phase one, to make someone believe "A", one releases as grey propaganda "B", the opposite of "A". In phase two, "B" is discredited using some strawman. The enemy will then assume "A" to be true.

IV. Discuss the following questions:

- 1) What are the goals of the propaganda?
- 2) How can the effects of the propaganda be measured?

TEXT 2 PERSUASION

I. Read and translate the text.

Persuasion is an umbrella term of influence. Persuasion can attempt to influence person's beliefs, attitudes, intentions, motivations, or behaviors.

In business, persuasion is a process aimed at changing a person's (or a group's) attitude or behavior toward some event, idea, object, or other person(s), by using written or spoken words to convey information, feelings, or reasoning, or a combination thereof. Persuasion is also an often used tool in the pursuit of personal gain, such as election campaigning, giving a sales pitch, or in trial advocacy.

Persuasion can also be interpreted as using one's personal or positional resources to change people's behaviors or attitudes. Systematic persuasion is the process through which attitudes or beliefs are leveraged by appeals to logic and reason. Heuristic persuasion on the other hand is the process through which attitudes or beliefs are leveraged by appeals to habit or emotion.

The field of social psychology includes the study of persuasion. Social psychologists can be sociologists or psychologists. The field includes many theories and approaches to understanding persuasion. For example, communication theory points out that people can be persuaded by the communicator's credibility, expertise,

trustworthiness, and attractiveness. The elaboration likelihood model as well as the heuristic models of interest of the recipient of the communication), influence the degree to which people allow superficial factors to persuade them. Nobel Prize-winning psychologist Herbert A. Simon won the Nobel prize for his theory that people are cognitive misers. That is, in a society of mass information people are forced to make decisions quickly and often superficially, as opposed to logically.

Persuasion began with the Greeks, who emphasized rhetoric and elocution as the highest standard for a successful politician. All trials were held in front of the Assembly, and both the prosecution and the defense rested, as they often do today, on the persuasiveness of the speaker. Rhetoric was the ability to find the available means of persuasion in any instance. The Greek philosopher Aristotle listed four reasons why one should learn the art of persuasion:

1. truth and justice are perfect; thus if a case loses, it is the fault of the speaker;
2. it is an excellent tool for teaching;
3. a good rhetorician needs to know how to argue both sides to understand the whole problem and all the options, and
4. there is no better way to defend one's self.

Humans attempt to explain the actions of others through either dispositional attribution or situational attribution. Dispositional attribution, also referred to as internal attribution, attempts to point to a person's traits, abilities, motives, or dispositions as a cause or explanation for their actions. A citizen criticizing a president by saying the nation is lacking economic progress and health because the president is either lazy or lacking in economic intuition is utilizing a dispositional attribution.

Situational attribution, also referred to as external attribution, attempts to point to the context around the person and factors of his surroundings, particularly things that are completely out of his control. A citizen claiming that a lack of economic progress is not a fault of the president but rather the fact that he inherited a poor economy from the previous president is situational attribution.

Fundamental attribution error occurs when people wrongly attribute either a shortcoming or accomplishment to internal factors, and disregarding any external factors. In general, people tend to make dispositional attributions more often than situational attributions when trying to explain or understand a person's behavior. This happens when we are much more focused on the individual because we do not know much about their situation or context. When trying to persuade others to like us or another person, we tend to explain positive behaviors and accomplishments with dispositional attribution, but our own negative behaviors and shortcomings with situational attributions.

It is through a basic cultural personal definition of persuasion that everyday people understand how others are attempting to influence them and then how they influence others. The dialogue surrounding persuasion is constantly evolving because of the necessity to use persuasion in everyday life. Persuasion tactics traded in society have influences from researchers, which may sometimes be misinterpreted. To keep evolutionary advantage, in the sense of wealth and survival, you must persuade and

not be persuaded. In order to understand cultural persuasion, researchers will gather knowledge from domains such as “buying, selling, advertising, and shopping, as well as parenting and courting.” Methods of persuasion vary by culture, both in prevalence and effectiveness. For example, advertisements tend to appeal to different values according to whether they are used in collectivistic or individualistic cultures.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

accomplishment – достижение
advocacy – пропаганда, защита
appeal v. to – апеллировать к, обращаться к
attitude – отношение
attribute v. – приписывать
attribution – приписывание
defend v. – защищать, отстаивать
disposition – расположение
elaboration – разработка
elocution – ораторское искусство
fault – вина, промах, ошибка
gain – корысть
gather v. – собирать
inherit v. – наследовать, перенимать
leverage v. – двигать с помощью рычага
list v. – перечислять
miser – скряга
persuade v. – убеждать
persuasion – убеждение
point out v. – указать, обращать внимание
previous – предыдущий
prosecution – обвинение
pursuit – стремление
reasoning – рассуждения, аргументация
refer v. to as – называть, обозначать
shortcoming – недостаток, несовершенство
suggest v. – предлагать, внушать
superficial – поверхностный, неглубокий
thereof – вследствие этого
tool – инструмент, орудие
trait – черта, особенность
trial – испытание, попытка
trustworthiness – надёжность

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

advocacy, trustworthiness, psychologist, politician, elocution, dispositional, successful, external.

Unit IX. PERSUASION, PROPAGANDA & PUBLIC OPINION

II. *Find in the above text English equivalents for the following phrases and word combinations and write them out:*

тактика убеждения, используемая в обществе; изменяются в зависимости от культуры; на убедительности говорящего; влиять на убеждения человека; вне его контроля; разговорные слова; с помощью призывов к привычкам или эмоциям; не обращая внимания на *какие-либо* внешние факторы; получатель сообщения; как по распространённости, так и эффективности; передавать информацию; приписывание склонности (симпатии); его окружение; негативное поведение и недостатки; познавательные скряги; приписывание ситуации; принимать решения; в повседневной жизни; в отличие от логического способа; призывами к логике и разуму.

III. *Find in the text synonyms of the following words:*

ascription, frequently, principal, to assure, reliability, existing, a mistake.

IV. *Find in the above text and copy out phrases in which prepositions **at** and **by** are used. Translate them.*

V. *Write some problem questions to the above text for class discussion.*

VI. *Outline the main ideas of the text and write a summary.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out phrases in which linkers **also**, **but** and **as well as** are used. Which of them introduce a contrast or addition?*

II. *Find in the text and copy out sentences containing **either... or.../ both....and....**.*

Either..... or..... Both..... and.....

These structures are used to talk about two possibilities.

1. We should like to live **either** in the country **or** in a small, quiet town.
2. My brother speaks **both** English **and** German.

III. *Make your own sentences with **either..... or..../ both..... and....** using word combinations and phrases of the topical vocabulary.*

IV. *Complete the sentences with the words from the box.*

doing persuasion behavior symbolic process against listen similarity

1. Attitudes and persuasion are among the central issues of social 2. He and other publicists were often attacked as propagandists and deceptive manipulators, who represented lobby groups the public interest. 3. The symbolic interaction perspective is also known as interactionism, it is a major framework of sociological theory. 4. People often base their actions and beliefs on what others around them are , how others act or what others believe. 5. The idea of states if people like you, they are more likely to say “yes” to what you ask them. 6. People usually like to to those who are knowledgeable and trustworthy. 7. Persuasion is the of guiding oneself or another toward the adoption of some attitude by some rational or symbolic means. 8. It would take a lot of to get him to agree to such an offer.

V. *Fill in the gaps in this text with suitable linking expressions:*

in contrast to nevertheless in addition such as

..... , emotions can be associated with trust or doubt. Some emotions, happiness, anger, or disgust can be associated with a feeling of understating, predictability, and safety. Other emotions, such as sadness, surprise, fear, or worry are associated with insecurity, and incapacity to comprehend properly. It has been proven that joy, sadness, can influence the trust in one's own thoughts and can lead to persuasion. , when generated emotions are strong enough, the rational message added to the persuading process has a lower importance, and a lower impact on the individual's mind.

VI. *Write down all possible questions to the following sentence:*

Some arguments achieve persuasive effect through the use of logic.

SPEAKING:

I. *Express your opinion on the following point of view.*

At the personal level, we persuade and are persuaded by our parents and our children, our spouses and our neighbors, our bosses and our employees. Most of us have learned persuasion by observing others, and by developing persuasive skills through trial-and-error and practice.

II. *Comment upon the following statements. Share opinions.*

1) People need a solid reason to justify a decision, yet at the same time many decisions are made on the basis of intuition.

2) Persuasion is the process through which a person tries to convince another to change a targeted attitude. Can marketers change one's emotions and then change their attitudes thus, persuading their clients to buy?

3) Everyone who wants to sell his own ideas or products in the detriment of others needs to get to the public's mind through persuasion, and for this, he needs the most reliable persuading means. (Give examples.)

III. *Discuss the following questions:*

- 1) Have you ever... Unit IX. PERSUASION, PROPAGANDA & PUBLIC OPINION
- 2) What do you think of persuasion?

TEXT 3

SOCIAL JUDGMENT THEORY

I. Read and translate the text.

Social judgment theory is a self-persuasion theory proposed by Carolyn Sherif, Muzafer Sherif, and Carl Hovland, and is defined as the perception and evaluation of an idea by comparing it with current attitudes. According to this theory, an individual weighs every new idea, comparing it with the individual's present point of view to determine where it should be placed on the attitude scale in an individual's mind. This theory is the subconscious sorting out of ideas that occurs at the instant of perception.

Social judgment theory suggests that when people are presented with an idea or any kind of persuasive proposal, their natural reaction is to immediately seek a way to sort the information subconsciously and react to it. We evaluate the information and compare it with the attitude we already have, which is called the initial attitude or anchor point.

Social Judgment Theory is a framework that studies human judgment. It is a meta-theory that directs research on cognitive perspective, which is how you perceive the situations. Brunswik's work with probabilistic functionalist psychology found that person's psychological processes are adapted to factors of their environment. Motivation and cognitive capacity are central variables in major models of social judgment and persuasion, however, the exact nature of their interplay in judgment processes has remained ambiguous.

When attempting to sort the incoming persuasive information, an audience will evaluate whether it lands in their latitude of acceptance, latitude of non-commitment or indifference, or the latitude of rejection. The size of these latitudes will vary from topic to topic. Our "ego – involvement" generally plays one of the largest roles in determining the size of these latitudes. When a topic is closely connected to how we define and perceive ourselves, or deals with anything we care passionately about, our latitudes of acceptance and non-commitment are likely to be much smaller and our attitudes of rejection much larger. A person's anchor point is considered to be the center of his latitude of acceptance, the position that is most acceptable to him.

An audience is likely to distort incoming information to fit into their unique latitudes. If something falls within the latitude of acceptance, the subject tends to assimilate the information and consider it closer to his anchor point than it really is. Inversely, if something falls within the latitude of rejection, the subject tends to contrast the information and convince himself the information is farther away from his anchor point than it really is.

When trying to persuade an individual target or an entire audience, it is vital to first learn the average latitudes of acceptance, non-commitment, and rejection of your audience. It is ideal to use persuasive information that lands near the boundary of the latitude of acceptance if the goal is to change the audience's anchor point. Repeatedly

suggesting ideas on the fringe of the acceptance latitude will cause people to gradually adjust their anchor points, while suggesting ideas in the rejection latitude or even the non-commitment latitude will not result in any change to the audience's anchor point.

(From Wikipedia, the free encyclopedia)

Commentary

Carolyn Sherif (1922–1982) was an American social psychologist who helped to develop social judgment theory and contributed pioneering research in the areas of the self-system, group conflict, cooperation, and gender identity.

Muzafer Sherif (born Muzaffer Şerif Başoğlu; July 29, 1906 – October 16, 1988) was a Turkish-American social psychologist. He helped develop social judgment theory and realistic conflict theory.

Sherif was a founder of modern social psychology, who developed several unique and powerful techniques for understanding social processes, particularly social norms and social conflict.

Carl Hovland (June 12, 1912 – April 16, 1961) was a psychologist working primarily at Yale University and the US Army during World War II who studied attitude change and persuasion.

Egon Brunswik (Egon Brunswik Edler von Korompa; 18 March 1903, Budapest – 7 July 1955, Berkeley, California) was a psychologist who made contributions to functionalism and the history of psychology.

II. *Read and memorize the following words:*

adjust v. – регулировать, приспособливать

ambiguous – двусмысленный, сомнительный

anchor – якорь

anchor point – точка опоры

cognitive – познавательный

convince oneself v. – убедиться

ego-involvement – эго-вовлечённость, вовлечённость мыслящей личности

evaluate v. – оценивать

fit into v. – вписываться в

indifference – равнодушие

interplay – взаимодействие, взаимосвязь

inversely – обратно; в обратном направлении

judg(e)ment – решение, суждение; мнение

land v. – достигать, приводить к чему-либо

latitude – широта, обширность; диапазон позиций

non-commitment – без обязательства; отсутствие обязательств

on the fringe – с краю, сбоку

passionately – страстно, неистово

point – главное, суть; цель; вопрос

rejection – неприятие

repeatedly – н Unit IX. PERSUASION, PROPAGANDA & PUBLIC OPINION
seek (sought; sought) v. – искать
self-persuasion – самоубеждение; сомнение
sort out v. – сортировать, классифицировать
subconscious – подсознательный
variable – переменная (величина)

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

anchor, ambiguous, judgment, sought, subconsciously, rejection, acceptance, perceive, ideal.

II. *Find in the above text English equivalents for the following words and phrases and write them out:*

первоначальное отношение; согласно этой теории; сортировать входящую убедительную информацию; индивидуальная целевая или вся аудитория; чтобы вписаться в их уникальные диапазоны позиций; взвешивает каждую новую идею; вероятно; познавательная способность; теория социального решения; средние диапазоны позиций принятия; подсознательная классификация идей; настоящая точка зрения; находится дальше от его точки опоры; однако; людям представлена идея; оценивать информацию; принятие; тема имеет тенденцию ассимилировать информацию; исказить поступающую информацию.

III. *Answer the following questions using the words and phrases of the topical vocabulary:*

1. Who is the social judgment theory proposed by? 2. How is it defined? 3. Why does an individual weigh every new idea comparing it with the individual's present point of view according to this theory? 4. What does the social judgment theory suggest? 5. What is called the initial attitude or anchor point? 6. What is cognitive perspective? 7. Whose work found that person's psychological processes are adapted to factors of their environment? 8. What are central variables in major models of social judgment and persuasion? 9. When will an audience evaluate whether the incoming persuasive information lands in their latitude of acceptance, latitude of non-commitment or indifference, or the latitude of rejection? 10. Will the size of these latitudes vary from topic to topic? 11. What generally plays one of the largest roles in determining the size of these latitudes? 12. When are our latitudes of acceptance and non-commitment much smaller and our attitudes of rejection much larger? 13. When does the subject tend to assimilate the information? 14. What must we first learn when trying to persuade an individual target or an entire audience? 15. What will cause people to gradually adjust their anchor points, while suggesting ideas in the rejection latitude?

IV. *Find in the above text and copy out the sentence in which the adverb **apart** is used. Make up your own sentence with it.*

V. *Agree or disagree.*

1. This theory is the conscious sorting out of ideas that occurs at the instant of perception.
2. When people are presented with an idea or any kind of persuasive proposal, their natural reaction is to immediately accept the information.
3. Motivation and cognitive capacity are central variables in major models of social judgment and persuasion.
4. We evaluate the information and do not compare it with the attitude we already have.
5. Our “ego-involvement” does not generally play one of the largest roles in determining the size of these latitudes.
6. A person’s anchor point is considered to be on the fringe of his latitude of acceptance, the position that is most acceptable to him.

VI. *Retell the above text using as many of the phrases and words from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. a) *Find in the above text adjectives in the comparative and superlative degrees, write out phrases with them.* b) *Form the degrees of comparison of the following adjectives:*

cognitive, ambiguous, concise, different, unique, obvious, long, new, happy, outlandish, broad, meaningful, idle, defamatory, creative, little, successful.

II. *Complete the sentences with the words from the box.*

<i>acceptance persuasive judgment stimuli principles individual considered</i>
--

1. Social theory arose from Egon Brunswik’s probabilistic functionalist psychology. 2. Social judgment theory represents an attempt to generalize psychophysical judgmental and the findings to the social judgment. 3. Attitude change is the fundamental objective of communication. 4. Ego-involvement is a concept that refers to how important a certain issue or topic is to an 5. The individual's native attitude is an anchor point in establishing a continuum of acceptance versus rejection of a given position. 6. A judgment occurs when a person compares at least two and makes a choice about them. 7. The latitude of is a zone where an individual places acceptable messages.

III. *Translate the following sentences into English:*

1. Люди, сильно вовлечённые в своё эго, отвергают большинство позиций как личностно неприемлемые по сравнению с людьми слабо вовлечёнными.
2. Музафер Шериф исходит из положений своей теории социальных решений, подчёркивающей неотделимость аффективного и когнитивного аспектов при-

нения решений об о... Unit IX. PERSUASION, PROPAGANDA & PUBLIC OPINION
 мость имеют принципы ассимиляции и контраста. 4. Чем выше эго-
 вовлечённость личности в вопрос, тем сильнее диапазон позиций (латтитюды)
 отвергания. 5. Этот обзор подходов к проблеме прогнозирования поведения
 может быть дополнен и другими моделями. 6. Диапазон позиций отсутствия
 обязательств представляет любую позицию по вопросу, которую человек не
 принимает, но и не отвергает.

IV. *Write down all possible questions to the following sentence:*

An individual adjusts an attitude once he or she has judged a new position to be
 in his or her latitude of acceptance.

SPEAKING:

I. *Explain and expand on the following:*

To change an attitude, first we must understand the audience's attitudes. Then
 we will see how it relates to the listeners' judgments of the persuasive messages. It is
 also essential to judge how close or far away one's position is. If someone judges that
 message to be in his or her latitude of rejection, they will also adjust their attitude, but
 in the opposite direction from what they think the speaker is advocating.

II. *Discuss the arguments for the following point of view. Make use of the
 vocabulary of the topic.*

The social judgment theory is a theory that focuses on the internal processes of
 an individual's judgment with relation to a communicated message. It was intended to
 be an explanatory method designed to detail when persuasive messages are most
 likely to succeed.

III. *Discuss the problems dealt with in the abstract given below.*

Latitudes of rejection, acceptance, and non-commitment

Social judgment theory also illustrates how people contrast their personal
 positions on issues to others' positions around them. Aside from having their personal
 opinion, individuals hold latitudes of what they think is acceptable or unacceptable in
 general for other people's view. Social attitudes are not cumulative, especially
 regarding issues where the attitude is extreme. This means that a person may not
 agree with less extreme stands relative to his or her position, even though they may
 be in the same direction. Furthermore, even though two people may seem to hold
 identical attitudes, their "most preferred" and "least preferred" alternatives may differ.
 Thus, a person's full attitude can only be understood in terms of what other positions
 he or she finds acceptable or unacceptable, in addition to his or her own stand.

(From Wikipedia, the free encyclopedia)

TEXT 4 PUBLIC OPINION

I. Read and translate the text.

The English term "public opinion" dates back to the seventeenth century work by John Locke, *An Essay Concerning Human Understanding*, which contains an early consideration of the importance of public opinion in the ordering of politics. The term was derived from the French word *l'opinion*, which was first used in 1588 by Michel de Montaigne. This concept came about through the process of urbanization and other political and social forces. For the first time, it became important what people thought, as forms of political contention changed.

It was introduced by James Madison that for a government to be democratic, it would be essential to have strong and knowledgeable citizens that hold educated opinions that could be shared and expressed. Active citizens would then use this knowledge to participate in their government, while also being able to inform other citizens of current issues. In terms of political science, public opinion is defined as being the aggregate of public attitudes or beliefs about government or politics.

Public opinion is considered to be the factor that guides an indirect democratic government. It is thought to develop from these main sources: "political socialization, education, life experience, political parties, the media, and the government". Continually changing, it has the power and influence to shape the government in new ways.

Public opinion plays an important role in the political sphere. Cutting across all aspects of relationship between government and public opinion are studies of voting behavior. These have registered the distribution of opinions on a wide variety of issues, have explored the impact of special interest groups on election outcomes and have contributed to our knowledge about the effects of government propaganda and policy.

Contemporary, quantitative approaches to the study of public opinion may be divided into 4 categories:

- quantitative measurement of opinion distributions;
- investigation of the internal relationships among the individual opinions that make up public opinion on an issue;
- description or analysis of the public role of public opinion;
- study both of the communication media that disseminate the ideas on which opinions are based and of the uses that propagandists and other manipulators make of these media.

The rapid spread of public opinion measurement around the world is reflection of the number of uses to which it can be put. Public opinion can be accurately obtained through survey sampling. Both private firms and governments use surveys to inform public policies and public relations.

Public opinion is measured by opinion polls – statistical surveys of public opinion using sampling. They are usually designed to represent the opinions of a population by asking a small number of people a series of questions and then extrapolating the answers to the larger group.

There have been a variety of academic studies investigating whether or not public opinion is influenced by "influentials," or persons that have a significant effect on influencing opinion of the general public regarding any relevant issues. Many

early studies (Lazar Unit IX. **PERSUASION, PROPAGANDA & PUBLIC OPINION** from mass media sources to the general public as a "two-step" process. In this process, information from mass media and other far-reaching sources of information influences influentials, and influentials then influence the general public as opposed to the mass media directly influencing the public.

While the "two-step" process regarding public opinion influence has motivated further research on the role of influential persons, a more recent study by Watts and Dodds (2007) suggests that while influentials play some role in influencing public opinion, "non-influential" persons that make up the general public are also just as likely (if not more likely) to influence opinion provided that the general public is composed of persons that are easily influenced. This is referred to in their work as the "Influential Hypothesis." The authors discuss such results by using a model to quantify the number of people influenced by both the general public and influentials. The model can be easily customized to represent a variety of ways that influencers interact with each other as well as the general public.

(From Wikipedia, the free encyclopedia)

Commentary

John Locke /'lɒk/ (29 August 1632 – 28 October 1704), was an English philosopher and physician regarded as one of the most influential of Enlightenment thinkers and known as the "Father of Classical Liberalism".

Michel Eyquem de Montaigne (/mɒn'teɪn/; French: [miʃɛl ekɛm də mɔ̃tɛɲ]; 28 February 1533 – 13 September 1592) was one of the most significant philosophers of the French Renaissance.

James Madison, Jr. (March 16, 1751 – June 28, 1836) was an American statesman, political theorist, and the fourth President of the United States (1809–17).

Paul Felix Lazarsfeld (February 13, 1901 – August 30, 1976) was one of the major figures in 20th-century American sociology.

II. Read and memorize the following words:

aggregate – совокупность

approach – подход

as opposed to – в противоположность

come about v. – происходить

contemporary – современный

contention – утверждение

customize v. – настроить; выполнять по индивидуальному заказу

date back to v. – восходить к

derive from v. – происходить; устанавливать происхождение от

disseminate v. – распространять

distribution – распределение, распространение

divide into v. – разделить на

election – выборы

essential – существенный

extrapolating – экстраполируя
guide v. – направлять
influentials – влиятельные лица
measurement – измерение
poll – голосование
quantify v. – определять количество
quantitative – количественный
rapid – быстрый
regarding – относительно
relevant – уместный
sampling – выборка, выборочное исследование
survey – обзор
vote v. – голосовать

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

quantify, seventeenth, influencing, urbanization, spread, accurately, variety.

II. *Find in the above text English equivalents for the following word combinations and phrases and write them out:*

используя выборку; первое рассмотрение; быстрое распространение; совокупность общественных отношений или убеждений; пронизывая все аспекты отношений; в упорядочении политики; представлять мнения; другие широко охватывающие источники информации; актуальные вопросы; может быть точно получено; широкая общественность; по широкому кругу вопросов; внутренние отношения; специальные группы по интересам; влиять на мнение; исследования электорального поведения; ряд вопросов.

III. *Answer the following questions using the word combinations and phrases of the topical vocabulary:*

1. What work does the English term "public opinion" date back to? 2. Was the term derived from the French or Italian word? 3. Why would it be essential to have strong and knowledgeable citizens that hold educated opinions? 4. How is public opinion defined in terms of political science? 5. Does public opinion have the power and influence to shape the government in new ways? 6. Why does public opinion play an important role in the political sphere? 7. How many categories may quantitative approaches to the study of public opinion be divided into? 8. Can public opinion be accurately obtained through survey sampling? 9. What do both private firms and governments use surveys for? 10. What are opinion polls? 11. What are they usually designed for? 12. What persons are called "influentials"? 13. How have many early studies modeled the transfer of information from mass media sources to the general public? 14. What can you say about the "two-step" process? 15. What does a more recent study by Watts and Dodds suggest? 16. What kind of model do the authors use to discuss the results?

Unit IX. PERSUASION, PROPAGANDA & PUBLIC OPINION

IV. *Explain in English the meaning of:*

sources of information, public opinion, urbanization, an election, to influence opinion.

V. *Find in the above text and copy out phrases in which prepositions **through** and **around** are used. Translate them.*

VI. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the proper verb form and translate the sentences.*

1. The emergence of public opinion as a significant force in the political realm be dated to the late 17th century. 2. Some sociologists that government was merely allowed to exist due to the favour of public opinion. 3. Public opinion considered a dynamic part of today's government. 4. Researchers found that there is a connection between feelings and the changing of attitudes, knowing that attitudes determine the behavior. 5. One of the classic questions is when attitudes a predictor of behavior. 6. William Shakespeare had public opinion the 'mistress of success'. 7. The mass media utilizes a wide variety of advertising techniques the minds of people. 8. Public opinion the organisation to expand internally and externally through public introspection.

(**Missing verbs:** have, enables, can, is, to change, thought, called, are)

II. *Find in the text and copy out the sentence in which the linker of condition **provided that** is used. Translate it.*

III. *Make your own sentence with **provided that** using words and phrases of the topical vocabulary.*

IV. *Write down all possible questions to the following sentence:*

The person-to-person influence reaches the ones who are more susceptible to change and serves as a bridge over which formal media of communications extend their influence.

SPEAKING:

I. *Study the following information. What is your opinion on the topic?*

Mass media effects on public opinion

Public opinion can be influenced by public relations and the political media. The formation of public opinion starts with agenda setting by major media outlets throughout the world. This agenda setting dictates what is newsworthy and how and when it will be reported. The media agenda is set by a variety of different environmental and news work factors that determine which stories will be newsworthy.

Another key component in the formation of public opinion is framing. Framing is when a story or piece of news is portrayed in a particular way and is meant to sway the consumers attitude one way or the other. Most political issues are heavily framed in order to persuade voters to vote for a particular candidate.

Social desirability is another key component to the formation of public opinion. Social desirability is the idea that people in general will form their opinions based on what they believe is the prevalent opinion of the social group they identify with. Based on media agenda setting and media framing, most often a particular opinion gets repeated throughout various news mediums and social networking sites, until it creates a false vision where the perceived truth can actually be very far away from the actual truth.

(From Wikipedia, the free encyclopedia)

II. *Prove the fact that mass media utilizes a wide variety of advertising techniques to get their message out and change the minds of people.*

III. *Do you agree with the following statement? Share opinions.*

Since the 1950s, television has been the main medium for molding public opinion.

IV. *Explain and expand on the following:*

Public opinion is a collection of views held by persons interested in the subject.

UNIT X

TEXT 1

DEFINITION OF THE SITUATION

I. Read and translate the text.

It is clear that human beings live in both a symbolic and a physical environment. People do not respond directly to stimuli from their sense organs, but assign *meanings* to the stimuli and formulate their actions on the basis of these meanings. For example, a "pen" is not merely a collection of visual, aural, and tactile stimuli. We give meaning to it as an object with which we can write. We may also infer from the quality of the pen something about the social rank of the user. And we may attribute magical powers to the pen as a "good luck" piece for taking unusually difficult examinations.

What we have been saying adds up to this: As we go about our everyday lives, we interpret the world about us. Our symbolic environment mediates the physical environment so that we do not simply experience stimuli, but rather a definition of the situation. A definition of the situation is the interpretation or meaning we give to our immediate circumstances. It is "reality" as perceived by people, the intersection of time and space within which they carry out their actions. Consequently, facts do not have an inherent or uniform existence apart from the persons who observe and assign meaning to them. "Real" facts are the ways in which people define various situations.

Because of differing definitions, people vary in their perceptions of and reactions to different situations. Take a gun. To a soldier it means one thing, to an armed robber another, to a holdup victim still another, to a hunter another, and to a gun control advocate quite another. A man mowing the lawn may be seen as beautifying his yard, avoiding his wife, getting exercise, supporting neighborhood property values, annoying a neighbor who is attempting to sleep, or earning a living by mowing lawns.

Although our definitions of the situation may differ, it is only as we arrive at common understandings that we are able to fit our action to the actions of other people. Whatever we do – play football, chat with a friend on the telephone, rob a store, give a lecture, cross a busy intersection, or purchase a book – we must attribute a similar meaning to the situation if we are to achieve joint action with others. Moreover, a definition of the situation arrived at on one occasion may hold for future occasions. Viewed in this manner, culture may be thought of as the agreed-upon meanings – the shared definitions of situations – that individuals acquire as members of a society. Socialization is the process by which these shared definitions are transmitted from one generation to the next.

Sociologists point out that our definitions influence our construction of reality. William I. Thomas and Dorothy S. Thomas captured this insight in what has become known as the Thomas theorem: "If men [people] define situations as real, they are real in their consequences." The Thomas theorem draws our attention to the fact that

people respond not only to the objective features of a situation, but also to the meaning the situation has for them. Once the meaning has been assigned, it serves to shape not only what people do or fail to do, but also some of the consequences of their behavior. For example, for a good many generations whites defined blacks as racially inferior. Since whites controlled the centers of institutional power, they allocated to blacks a lesser share of the privileges and opportunities of society. By acting upon their racial definitions, whites fashioned social structures – institutional arrangements – in which blacks have enjoyed fewer advantages than whites. Blacks are less well educated, hold more menial jobs, live in poorer housing, and have poorer health than whites. So whites have created a social order characterized by institutional discrimination.

(From Sociology. The Core. By James W. Vander Zanden)

II. Read and memorize the following words:

annoy v. – раздражать, надоедать

assign v. – назначить; определять

earn v. – зарабатывать

fit v. – соответствовать, приспосабливать

go about v. – заниматься

hold v. – оставаться в силе

holdup – вооруженный грабёж

infer v. – заключить, делать вывод

inferior – стоящий ниже

intersection – перекрёсток

lawn – газон, лужайка

mediate v. – посредничать

menial [ˈmiːnjəl] – пренебрежительно низкий, лакейский

merely – просто, только

perceive v. – понимать, осознавать

rank – ранг, оценка

respond v. – реагировать, отвечать

rob v. – грабить

robber – грабитель

stimulus [ˈstimjʊləs] (pl. stimuli) – стимул

tactile – осязаемый

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

aural, lawn, neighborhood, earn, annoy, consequences, socialization.

II. Find in the above text English equivalents for the following word combinations and phrases and write them out:

зарабатывая на жизнь при помощи подстригания газонов; органы чувств; чтобы приспособить наши действия с действиями других людей; пересекать

оживлённый перекл

Unit X. **FORMATION OF THE SELF**

свои действия; раса, находящаяся ниже; приписывать соответствующее значение *чему-либо*; в течение довольно-таки многих поколений; отличаться по своему восприятию разных ситуаций; передавать из одного поколения следующему; раздражая соседа; определять значения; подчёркивать; социальный ранг пользователя; поступая согласно расовым определениям; символическая и физическая окружающая среда; влияют на наше истолкование реальности; на основе этих значений; определение ситуации; прийти к общему пониманию.

III. *Answer the following questions using the word combinations and phrases of the topical vocabulary:*

1. Is it clear that human beings live in both a symbolic and a physical environment? 2. How do people formulate their actions? 3. What meaning do we usually give to a “pen”? 4. What magical powers may we attribute to the pen? 5. How does our symbolic environment mediate the physical environment? 6. What is a definition of the situation? 7. What are “real” facts? 8. Do people vary in their perceptions of and reactions to different situations? Give examples. 9. When may our definitions of the situation differ? 10. How can culture be thought of? 11. What is socialization? 12. What do sociologists point out? 13. What does the Thomas theorem deal with? 14. What fact does the Thomas theorem draw our attention to? 15. Why did whites allocate to blacks a lesser share of the privileges and opportunities of society? 16. Who has created a social order characterized by institutional discrimination?

IV. *Give the synonyms of the following words. Consult the dictionary if necessary.*

Power, vary, perception, define, attempt, achieve, point out, blacks, respond.

V. *Make up your own sentences or situations with the following phrases:*

to fit our action, to draw one’s attention to the fact, viewed in this manner, to attribute a similar meaning to the situation, to vary in perceptions, to assign meaning, to interpret the world about us, to be transmitted from one generation to the next, to annoy a neighbor.

VI. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *This sentence includes examples of both **ing** - forms, the gerund and the present participle. Say which words in italics are gerunds and which are present participles.*

A man *mowing* the lawn may be seen as *beautifying* his yard, *avoiding* his wife, *getting* exercise, *supporting* neighborhood property values, *annoying* a neighbor who is *attempting* to sleep, or *earning* a living by *mowing* lawns.

II. Find in the above text and copy out sentences in which linking expressions **because of, consequently, moreover, although** and **so** are used. Which of them introduces results and conclusions, contrast, addition or a reason? Translate the sentences with them.

III. Complete the following sentences using the correct preposition.

1. The definition of the situation is a fundamental concept in symbolic interactionism advanced the American sociologist W. I. Thomas. 2. A definition of the situation is related the idea of "framing" a situation. 3. An organized society seeks also to regulate the conflict and competition inevitable its members in the pursuit of their wishes. 4. Morality is the generally accepted definition of the situation, whether expressed public opinion and the unwritten law, in a formal legal code, or in religious commandments and prohibitions. 5. the definition of the situation, people obtain a sense the statuses and roles of those involved in the situation so that they know how to behave.

Keys: *to, through, by, of, in, between.*

IV. Write down all possible questions to the following sentence:

People formulate their actions on the basis of meanings.

SPEAKING:

I. Comment upon the following statement.

Preliminary to any self-determined act of behavior there is always a stage of examination and deliberation which we may call the *definition of the situation*. And actually not only concrete acts are dependent on the definition of the situation, but gradually a whole life-policy and the personality of the individual himself follow from a series of such definitions. (W.I. Thomas)

II. What facts prove that for a good many generations whites defined blacks as *racially inferior*.

III. Is it right or not? Share opinions.

The definition of the situation is what people use to know what is expected of them and what is expected of others in a situation.

TEXT 2

THE SELF

I. Read and translate the text.

We not only arrive at definitions of the situation; we also arrive at self-definitions as we supply answers to the question "Who am I?" These answers constitute what sociologists call the self – the set of concepts we use in defining who we are. The formation of the self is a central part of the socialization process. It is not

a biological given, but emerges in the course of interaction with other people. Sociologist J. Milton Yinger observes:

The self is formed for the individual as a result of his having identified with these others and responded to himself in their terms. Retrospectively, one can ask "Who am I?" But in practice, the answer has come before the question. The answer has come from all the definitions of one's roles, values, and goals that others begin to furnish at the moment of birth. "You are a boy; you are my son; you are French"; "You are a good boy and fully a part of this group" (with rewards confirming the words); or "You are a bad boy" (with significant others driving the point home by the sanctions they administer).

The self represents the ideas we have regarding our attributes, capacities, and behavior. In everyday speech, we note the existence of the self in such phrases as "proud of oneself," "talking to oneself," "losing control of oneself," "ashamed of oneself," "testing oneself," "hating oneself," and "loving oneself." These conceptions represent the heart of our humanness, our awareness that each of us is a unique being apart from other beings and the same person across time. The image that each of us has that we are a distinct, bounded, coherent being gives us a feeling of psychic wholeness. Individuals who are the victims of some forms of severe mental illness, particularly schizophrenia, lack a stable self-conception and clear self-boundaries – a distinct indication of where they begin and end.

The self contributes to an egocentric bias, in which we typically place ourselves at the center of events. By virtue of the egocentric bias, we over-perceive ourselves as the victim or target of an action or event that, in reality, is not directed at us. For instance, when a professor singles out a particularly good or poor exam for a few preliminary remarks before returning the papers to the class, we commonly overestimate the likelihood that one of the papers belongs to us (Feinstein, 1984). In similar fashion, we tend to overestimate the likelihood that we, rather than another member of a group, will be chosen to participate in an experimental demonstration. And if we are lottery players, we sense that our ticket has a far greater probability of being selected a winner than it in fact has. Thus the egocentric bias results in each of us experiencing life through a self-centered filter. This skewed view of reality shapes our perception of events, and later our recall of the events from memory.

We typically think of the self in static terms as an "entity" or "thing." But as the concept is employed by symbolic interactionists, it also has dynamic properties. Symbolic interactionists point out that we can be objects of our own action. We mentally take a place on the outside and, from this vantage point, become an audience to our own actions. Viewed in this manner, the self is a process by which we devise our actions in order to fit them to the ongoing actions of other people. Sociologists such as Charles Horton Cooley, George Herbert Mead, and Erving Goffman have contributed a good deal to our understanding of these matters.

(From Sociology. The Core. By James W. Vander Zanden)

Commentary

John Milton Yinger (July 6, 1916 – July 28, 2011) was an American sociologist who was president of the American Sociological Association 1976–1977. Yinger received his Ph.D. from the University of Wisconsin, Madison, in 1942.

Charles Horton Cooley (August 17, 1864 – May 7, 1929) was an American sociologist. He studied and went on to teach economics and sociology at the University of Michigan, and he was a founding member and the eighth president of the American Sociological Association.

George Herbert Mead (1863–1931) was an American philosopher, sociologist and psychologist, primarily affiliated with the University of Chicago.

Erving Goffman (11 June 1922 – 19 November 1982), a Canadian-born sociologist and writer, was considered "the most influential American sociologist of the twentieth century".

II. Read and memorize the following words:

ashame v. – стыдить

awareness – осознание

bias – необъективность; пристрастие

bounded – ограниченный; сдерживаемый

devise v. – разрабатывать

emerge v. – появляться

furnish v. – представлять

humanness – человеческие качества; человечность

over-perceive v. – чрезмерно осознавать

overestimate v. – переоценивать

perception – восприятие; проницательность

point out v. – указать, обращать внимание

preliminary – предварительный

reward – награда, вознаграждение

self – сущность; совокупность свойств (человека); личность и её качества

single out v. – определять, выделять

skew v. – уклоняться, сворачивать в сторону

target – мишень

vantage point – выгодный момент (позиция)

victim – жертва, потерпевший

wholeness – цельность, полнота

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

schizophrenia, wholeness, reward, psychic, skewed, audience, likelihood, bias.

II. Find in the above text English equivalents for the following word combinations and phrases and write them out:

способствует эгоцентрической предвзятости (необъективности); мы более воспринимаем себя; прийти к определению; динамические характеристики; за-

нять место извне; самоопределение; подтверждая слова; с этой точки (позиции); через эгоцентричный фильтр; аналогичным образом; несколько предварительных замечаний; бис

Unit X. **FORMATION OF THE SELF**

ческая цельность; искажённый взгляд на реальность; теряющий контроль над собой; уникальное существо; переоценить вероятность; разрабатываем наши действия; не хватает стабильной самооценки; продолжающиеся действия.

III. *Answer the following questions using the word combinations and phrases of the topical vocabulary:*

1. What do the answers to the question “Who am I?” constitute? 2. What is a central part of the socialization process? 3. Is the self formed out of the actions of others according to sociologist J. Milton Yinger? 4. What represents the ideas we have regarding our attributes, capacities, and behavior? 5. What phrases in do we note the existence of the self in everyday speech? 6. Is each of us a unique being apart from other beings and the same person across time? 7. Who lacks a stable self-conception and clear self-boundaries? 8. By virtue of what do we over-perceive ourselves? 9. How do we usually experience life? 10. Who points out that we can be objects of our own action? 11. What is the self? 12. Who has contributed a good deal to our understanding of these matters?

IV. *Find in the text and copy out phrases in which the preposition **in** is used. Translate them.*

V. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete the sentences with the words from the box.*

<i>qualities</i>	<i>themselves</i>	<i>differences</i>	<i>affected</i>	<i>contributed</i>	<i>experience</i>
------------------	-------------------	--------------------	-----------------	--------------------	-------------------

1. This researcher wanted to study the between cultures and see if individual's conceptual selves change due to their culture and environment. 2. You a good deal to our understanding of these events. 3. The self is the subject of one's own of phenomena: perception, emotions, thoughts. 4. The philosophy of self seeks to describe essential that constitute a person's uniqueness or essential being. 5. A person's self image is by many factors, such as parental influences, friends, the media etc. 6. The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives

II. *Translate the following sentences containing the Simple Gerund Passive and the Perfect Gerund Active.*

A gerund has four forms — two for the active and two for the passive voice:

	<u>Active</u>	<u>Passive</u>
Present or Continuous	Loving	Being loved
Perfect	Having loved	Having been loved

1. They are very proud of having passed all the exams. 2. On being reminded of my promise I phoned her immediately. 3. After having shaped his perception of an event he recalled it from his memory later. 4. I completely forgot having asked you to wait for me after the conference. 5. This researcher hates being asked about it. 6. I remembered having asked her about her view of reality. 7. You were accused of having changed your position. 8. On being elected president of the Sociological Association, he presented his ideas regarding the formation of public opinion.

III. Find in the above text and copy out two sentences having the Simple Gerund Passive and the Perfect Gerund Active. Translate them.

IV. Find in the above text and copy out sentences containing past participles. Define their functions.

V. Read and translate the following adjective expressions followed by prepositions. Make your own sentences with them.

To be afraid of, to be ashamed of, to be aware of, to be famous for, to be fond of, to be good at, to be impolite to *somebody*, to be proud of, to be sorry about *something*, to be sure of.

VI. Put one suitable preposition in each space.

1. They should be really good putting their thoughts into meaningful words. 2. He was very successful managing the media. 3. Modern advertising is famous innovative techniques. 4. We are proud the image that each of us has. 5. She is ashamed her behaviour at the party. 6. The sociologist was sorry this skewed view of reality.

SPEAKING:

I. Arrange a short debate on the following question.

If you were asked to answer the question 'Who am I?' what would you answer?

II. Discuss the formation of the self. After a proper discussion present your remarks.

III. Express your opinion on the following point of view.

Typically young people describe themselves more in terms of personal traits, whereas older people feel defined to a greater extent by their social roles.

IV. Read the following quotation, then comment on it. Say whether you agree with the opinion which is expressed in the quotation.

In psychology the phrase “the self” is often used for that set of attributes that a person attaches to himself or herself most firmly, the attributes that the person finds it difficult or impossible to change.

Unit X. **FORMATION OF THE SELF**

TEXT 3

CULTURAL DIFFERENCES IN THE SELF

I. Read and translate the text.

The self is constantly evolving due to the complexities of cultures and societies. Researchers have shown that the self is dependent on the culture that the self has been situated around. Several comparisons between western cultures versus eastern cultures show that there are cultural differences among the self and self-concept. The self can be redefined as a dynamic, responsive process that structures neural pathways according to past and present environments including material, social, and spiritual aspects.

Self-concept can be referred to as a product instead of a process like the self is represented as. Self-concept is a concept or belief that an individual has upon himself or herself as an emotion, spiritual, and social being (Aronson, 2002). Therefore, the self-concept is the idea of who I am, kind of like a self-reflection of one's well being. For example the self-concept is anything you say about yourself. A society is a group of people who share a common belief or aspect of self interacting toward the maintenance or betterment of the collective.

Culture consists of explicit and implicit patterns of historically derived and selected ideas and their embodiment in institutions, cognitive and social practices, and artifacts. Cultural systems may, on one hand, be considered as products of action, and on the other, as conditioning elements of further.

As children, teenagers, and young adults grow up society tells these individuals “to be yourself”. But this may mean something completely different for individuals who live in different cultures. A western culture self is usually seen as abstract, private, individual, and separates themselves from the rest of the group whereas an eastern culture self might be presented as open and flexible (Kanagawa, 2001). The self relies on the environment and culture it is put in. The self evolves and is constantly changing to the environment so that it is not threatened.

Researchers Kanagawa and Heine have studied participants who lived in western and eastern cultures. Throughout the study the researchers concluded that western cultures such as North American and West European cultures are more independent cultures (Heine & Lehman, 1992). The individuals in the western society tend to look only for positive attributes and strive for goals that will put them ahead of others. Western cultures are more goal-oriented for individualism, instead of being more collective for the group to advance ahead.

The independent cultures create selves and self-concepts to worry about their own individual thoughts and feelings. The culture is very different in eastern cultures because their culture is based on the collective, instead of focusing on one individual. For instance, Japanese culture focuses heavily on self-criticism and tries to improve themselves to become more individual (Kanagawa, 2001). The whole goal is to

maintain harmony and balance within society. Therefore, Japan's conceptual self is very different to western culture due to the environment and standards that each culture upholds. Eastern cultures are represented as interdependent because they only think and feel for others instead of thinking about themselves (Heine & Lehman, 1992). Furthermore, the self is shaped by our social interactions and our physical environments. An individual's social interaction occurs when they are in a specific society or culture. If these individuals grow up in a certain culture they are going to conform to societal norms and pressures to follow a specific standard that their culture believes in. This is why culture is important to study and explore when searching how the self evolves and changes. To conclude, western cultures are more self-absorbed in their own lives whereas eastern cultures are less self-absorbed because they cherish the collective. The self is dynamic and complex and it will change or conform to whatever social influence it is exposed to. The main reason why the self is constantly dynamic is because it always looks for reason to not be harm. The self in any culture looks out for its well being and will avoid as much threat as possible. This can be explained through evolutionary psychology concept called survival of the fittest.

(From Wikipedia, the free encyclopedia)

II. *Read and memorize the following words:*

adult – взрослый человек

advance v. ahead – продвигать вперёд

betterment – улучшение

cherish v. – лелеять, питать надежды; беречь

cognitive – познавательный

comparison – сравнение

conclude v. – заключать, делать вывод

conform v. – соответствовать

due to – из-за; благодаря

embodiment – воплощение; олицетворение

evolve v. – развиваться

implicit – неявный

pathway – путь

responsive – отзывчивый, ответный; легко реагирующий

share v. – разделять

self-reflection – самоотражение

strive v. – бороться; прилагать усилия

survival – выживание

threaten – угрожать

throughout – на протяжении

toward – к; по отношению к

uphold v. – поддерживать, придерживаться

worry v. – беспокоиться, волноваться

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

spiritual, through

Unit X. **FORMATION OF THE SELF**

II. *Translate and memorize the following word combinations and phrases:*

historically derived and selected ideas; to cherish the collective; explicit and implicit patterns; is dependent on the culture; an eastern culture; their own individual thoughts and feelings; like a self-reflection of one's well being; more self-absorbed; past and present environments; the whole goal; the maintenance or betterment of the collective; elements of further; tend to look for; the self is shaped by; on one hand; the independent cultures; instead of thinking about themselves; to maintain harmony and balance.

III. *Ask your own questions to the text for class discussion.*

IV. *Use the following word combinations and phrases in the sentences of your own.*

The self is dependent on the culture; a self-reflection of one's well being; to share a common belief; explicit and implicit patterns of ideas; throughout the study; the main reason; to avoid as much threat as possible.

V. *Fill in the gaps with the words and expressions from the text.*

1. Self-concept is a concept or that an individual has upon himself or herself as an emotion, spiritual, and social being. 2. An individual's social interaction occurs when they are 3. The self is constantly due to the complexities of cultures and societies. 4. Japan's conceptual self is very different to due to the environment and standards that each culture upholds. 5. The self relies on it is put in. 6. Eastern cultures are represented as interdependent because they only think and feel for others thinking about themselves.

VI. *Explain in English the meaning of:*

the independent cultures, a society, cognitive, an individual's social interaction.

VII. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete the sentences with the words from the box.*

participants	advance	constructs	spokesperson	between	sensitive
persuade					

1. The way an individual themselves may be different due to their culture. 2. The studies show an important relationship the self and how cultures can play a major role in shaping the self and self-concept. 3. These researchers have conducted a lot of experiments with who lived in western and eastern cultures. 4. Opinion is highly to events that have an impact on the public at large or a particular segment of the public. 5. An exciting can attract attention to a message that may otherwise be ignored. 6. This researcher states that if the persuadees are engaged in the symbolism they may themselves to accept the message. 7. They can and help the entire culture and society.

II. *Find in the above text and copy out sentences containing model verbs with the Infinitive Passive.*

III. *Find in the text and copy out sentences in which the linking expression **due to** is used. What idea does it introduce? Translate the sentences with it.*

SPEAKING:

I. *Study the following problem. Discuss it.*

The perception people have about their past or future selves is related to the perception of their current selves. The self-appraisal theory argues that people have a tendency to maintain a positive self-evaluation by distancing themselves from their negative self and paying more attention to their positive one. People usually have a tendency to perceive the past self less favorably (e.g. "I'm better than I used to be") and the future self more positively (e.g. "I will be better than I am now").

II. *Do you agree with the following statement? Share opinions.*

Eastern cultures value efforts over abilities and encourage conformity and compliance and social hierarchy all of which facilitate social learning or copying and Western cultures encourage independence, self-assertion, and personal pursuit of interest which enable individual learning or innovation.

III. *Discuss the effects of physical and social environment on cognitive adaptations. Use the topical vocabulary.*

TEXT 4

TRUE SELF AND FALSE SELF

I. *Read and translate the text.*

True self and false self are concepts introduced into psychoanalysis in 1960 by D. W. Winnicott. Winnicott used "True Self" to describe a sense of self based on spontaneous authentic experience, and a feeling of being alive, having a "real self".

"False Self" by contrast Winnicott saw as a defensive façade – one which in extreme cases could leave its holders lacking spontaneity and feeling dead and empty, behind a mere appearance of being real. Winnicott saw the True Self as rooted from early infancy in the experience of being alive, including blood pumping and lungs

breathing – what Winnicott called simply being. Out of this the baby creates the experience of a sense of reality, a sense that life is worth living. The baby's spontaneous, nonverbal gestures derive from that instinctual sense, and if responded to by the mother, become the basis for the continuing development of the True Self.

However, when Unit X. FORMATION OF THE SELF parenting – i.e. not necessarily perfect! – was not in place, the infant's spontaneity was in danger of being encroached on by the need for compliance with the parents' wishes or expectations. The result for Winnicott could be the creation of what he called the False Self, where “Other people's expectations can become of overriding importance, overlaying or contradicting the original sense of self, the one connected to the very roots of one's being”. The danger he saw was that “through this False Self, the infant builds up a false set of relationships, and by means of introjections even attains a show of being real”, while in fact merely concealing a barren emptiness behind an independent-seeming facade.

The danger was particularly acute where the baby had to provide attunement for the mother or parents, rather than vice versa, building up a sort of dissociated recognition of the object on an impersonal, not personal and spontaneous basis. But while such a pathological False Self stifled the spontaneous gestures of the True Self in favour of a lifeless imitation, Winnicott nevertheless considered it of vital importance in preventing something worse: the annihilating experience of the exploitation of the hidden True Self itself.

There was much in psychoanalytic theory on which Winnicott could draw for his concept of the False Self. Helene Deutsch had described the “as if” personalities, with their pseudo relationships substituting for real ones. Winnicott's analyst, Joan Riviere, had explored the concept of the narcissist's masquerade – superficial assent concealing a subtle hidden struggle for control. Freud's own late theory of the ego as the product of identifications came close to viewing it only as a false self while Winnicott's true/false distinction has also been compared to the notion of the “compromised ego”.

(From Wikipedia, the free encyclopedia)

Commentary

Donald Woods Winnicott ([ˈwɪnɪkɒt]; 7 April 1896 – 28 January 1971) was an English paediatrician and psychoanalyst who was especially influential in the field of object relations theory.

II. Read and memorize the following words:

acute – острый, пронизательный

annihilating – уничтожающий

assent – согласие

attain v. – достигать, добиваться

attunement – настраивание

barren – бедный, бесплодный

compliance – уступчивость

conceal v. – скрывать, утаивать

defensive – защитный

derive v. – получать

encroach v. on – покушаться на, посягать на

experience – опыт

facade – фасад

infancy – младенчество, раннее детство

in favour of – в пользу, в защиту

introjection – *философ.* интроекция, перенос субъективных ощущений на объект

mere – явный, сущий

overriding – первостепенный, основной

root v. – пускать корни, внедрять

spontaneity – спонтанность

spontaneous – спонтанный, самопроизвольный

stifle v. – подавлять, сдерживать

superficial – поверхностный, неглубокий

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

annihilating, compliance, pathological, pseudo relationships, encroach, facade, introjection.

II. *Find in the above text English equivalents for the following word combinations and phrases and write them out:*

бессодержательная пустота; первостепенной важности; перекрывая или противореча первоначальному смыслу; искусная скрытая борьба; прохождение крови и дыхание лёгких; ложный набор отношений; безжизненная имитация; живой; маскарад самовлюблённого человека; фальшивое Я; держатели, лишённые самопроизвольности; чтобы обеспечить настраивание; за простой внешностью; достаточно хорошее воспитание; по предотвращению чего-то худшего; диссоциированное признание; жизнь стоит того, чтобы жить; первоначальное самоощущение; продолжающееся развитие.

III. *Answer the following questions using the word combinations and phrases of the topical vocabulary:*

1. When were true self and false self concepts introduced into psychoanalysis by D. W. Winnicott? 2. What did Winnicott use to describe a sense of self? 3. How did he see "False Self"? 4. What Self did Winnicott see as rooted from early infancy in the experience of being alive? 5. When was the infant's spontaneity in danger of being encroached on by the need for compliance with the parents' wishes or expectations? 6. What kind of result could be in this case? 7. Where was the danger particularly acute? 8. What theory could Winnicott draw on for his concept of the

False Self? 9. Who explored the concept of the narcissist's masquerade? 10. Whose true/false distinction has also been compared to the notion of the "compromised ego"?

IV. *Ask all types*

Unit X. **FORMATION OF THE SELF**

In his article he credited his assistant with having relied on the self – concept.

V. *Find in the text and copy out sentences in which the preposition **behind** is used. Translate them.*

VI. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the proper verb form and translate the sentences.*

1. True self and false self are terms by D. W. Winnicott in 1960. 2. There is true self that a sense of integrity, of connected wholeness that to the early stage. 3. An unhealthy and pathological false self never independence from the mother, and so never gets to transition to independence. 4. The false self constantly seeks demands of others in order to maintain the relationship. 5. Many philosophers propose that we each a self. 6. When the false self is functional both for the person and for society then it is healthy. 7. Whereas a True Self feels real, the existence of a False Self in a feeling unreal or a sense of futility. 8. The last half-century have seen Winnicott's ideas extended and in a variety of contexts, both in psychoanalysis and beyond.

(**Missing verbs:** have, results, introduced, considered, applied, belongs, to anticipate, gains, has)

II. *Find in the above text and copy out sentences containing past participles in the function of attributes and adverbial modifiers.*

III. *Translate the following sentences having **rather than**.*

Rather than expresses comparative preference for the first of two paired (parallel) elements.

1. An organization's spokesperson worked carelessly rather than carefully on writing the speech for the company leader. 2. He walked rather than drove to his media office. 3. My friend went to jail rather than pay his parking fines. 4. This politician made excuses rather than communicate with the general public. 5. It is better to continue rather than to wait. 6. He wanted to be a public relations specialist rather than a political journalist. 7. Can we come over on Wednesday rather than Tuesday? 8. These students rather than Edward passed the test. 9. We decided to write a press release rather than phone. 10. I would prefer to involve the celebrity in the advertising campaign now rather than give interviews to media people.

IV. Find in the above text and copy out the sentence containing **rather than** and translate it.

V. a) Translate the following sentence paying attention to **other than**. b) Make up your own sentence with it.

Non-commercial advertisers spend money to advertise items other than a consumer product or service.

SPEAKING:

I. Explain and expand on the following:

When the False Self wins debates against the True Self, the person finds that they are unable to be guided by their True Self and so has to adapt to the social situation rather than assert his self.

II. Develop the idea.

When a False Self becomes organized in an individual who has a high intellectual potential there is a very strong tendency for the mind to become the location of the False Self, and in this case there develops dissociation between intellectual activity and psychosomatic existence.

TEXT 5

CHARLES HORTON COOLEY: THE LOOKING-GLASS SELF

I. Read and translate the text.

At the turn of this century, the notion was prevalent in both scientific and lay circles that human nature is biologically determined. Charles Horton Cooley (1864-1929) vigorously challenged this assertion. He maintained that people transform themselves and their worlds as they engage in social interaction. In particular, Cooley contended that our consciousness arises in a social context. This notion is best exemplified by his concept of the looking-glass self – a process by which we imaginatively assume the stance of other people and view ourselves as we believe they see us. Our ability to take the perspective of another person is a basic requirement of all social behavior.

Self-Awareness. Cooley suggests that the looking-glass self is an ongoing mental process characterized by three phases. First, we imagine how we appear to others. For example, we may think of ourselves as putting on weight and becoming "fat." Second, we imagine how others judge our appearance. We are aware, for instance, that people typically think of obese people as unattractive. Third, we develop some sort of self-feeling such as pride or mortification on the basis of what we perceive others' judgments to be. In this case, we are likely to experience anxiety or embarrassment regarding our "obese" state. The looking-glass self entails a subjective process and need not accord with objective reality. For example, victims of anorexia

nervosa willfully starve themselves, denying that they are actually thin or ill, in the belief that they are too fat.

The notion of the looking-glass self does not imply that our self-conception changes radically every time we encounter a new person or a new situation. Accordingly, it is useful to distinguish between self-images and self-conceptions. A self-image is a mental representation of the self that is relatively temporary; it changes as we move from one context to another. Our self-conception is a more overriding view of our self, a sense of self through time – "the real me," or "I see myself as I really am." Layers of self-images typically build up over time and contribute to a relatively stable self-conception. For the most part, this succession of self-images *edits* rather than supplants our more crystallized self-conception or identity.

Unit X. FORMATION OF THE SELF

Shyness. Since human beings are capable of self-awareness, they often experience shyness. *Shyness* is a general tendency to be tense, inhibited, and awkward in social situations. Surveys show that as many as 40 percent of adult Americans consider themselves shy. Even such celebrities as Barbara Walters, England's Prince Charles, Terry Bradshaw, Fred Lynn, Catherine Deneuve, Carol Burnett, and Warren Beatty define themselves as shy. The Japanese tend to have a very high prevalence of shyness – about 60 percent. One reason seems to be that the Japanese have what is described as a "shame culture," in which individuals experience considerable pressure not to let their families down.

Shyness takes a heavy human toll because it creates a barrier for people in achieving happiness and fulfilling their potential. Shy people are commonly big losers – in school, in business, in love, in any arena of life where people meet their needs in the course of social interaction with others. They seem too self-aware, too preoccupied with their own adequacy and the adequacy of their behavior. Consequently, they are unable to "let themselves go" and they hold back from immersing themselves in ongoing social interaction.

Choking. *Choking* is the behavior in which we fail to perform up to our level of skills and abilities by virtue of experiencing social pressure. Like shyness, it arises when the selfhood process goes awry. For example, we often become self-conscious when we are expected to provide an excellent performance. Thus, in athletic competition we may attempt to ensure the correctness of our execution – the coordination and precision of our muscle movements – by monitoring our performance. But such self-monitoring disrupts the automatic or overlearned nature of execution. Consequently, we become susceptible to mistakes. In the final and decisive game of a championship series, such as baseball's World Series, the home team tends to choke and accordingly is at a decided disadvantage. A home crowd usually claps, shouts, and moans in response to the breaks and exploits of the home team, whereas the visitor's exploits are met either with silence or expressions of frustration. During the regular season and in early games of the World Series, such behavior may be a source of inspiration to the home team. But when a championship is imminent, fear of failing to win it before a support audience compounds the pressures and intensifies the players' self-consciousness. As a result, they become "uptight" and error prone.

II. *Read and memorize the following words:*

accord with v. – соответствовать, гармонировать *чему-либо*

anxiety [æŋ(g)'zaɪəti] – тревога, беспокойство

awkward – неловко, неуклюже

awry [ə'raɪ] – неправильный, неудачный

choking – поглощение; подавление

clap v. – хлопать

consciousness ['kɒŋʃənsɪs] – сознание; осознание

contend v. – соперничать, утверждать

disrupt v. – разрушать

embarrassment [ɪm'bærəsmənt] – замешательство; нерешительность

engage v. – заниматься

entail v. – влечь за собой; вызывать

error prone – склонный к совершению ошибок

exemplify v. – пояснять, подтверждать примером

frustration – расстройство

imminent – надвигающийся, неминуемый

imply v. – подразумевать

moan v. – стонать

mortification – унижение; чувство стыда

obese – тучный; страдающий ожирением

pride – гордость, чувство гордости

self-awareness – самосознание

self-conscious – застенчивый, неловкий

shy – застенчивый

stance – положение

starve v. – страдать или умирать от голода

supplant [sə'plɑ:nt] v. – вытеснять *что-либо*

vigorously – энергично

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

awareness, awkward, susceptible, consciousness, inspiration, imaginatively, vigorously, distinguish.

II. *Find in the above text English equivalents for the following word combinations and phrases and write them out:*

в определённом невыгодном положении; удовлетворять потребности; испытывая общественное давление; как в научных, так и в непрофессиональных кругах; оспорил это утверждение; в процессе общественного взаимодействия; различать между; тяжёлые человеческие потери; ошибки и подвиги; склонный к совершению ошибок; создаёт барьер; считают себя застенчивыми; более пер-

востепенная точка зрения; зеркальное Я; становится неудачным; внести свой вклад в относительно стабильное самопонимание; это понятие; люди, страдающие ожирением; эта последовательность собственных воображаемых образов; осознавать самого себя; влечёт за собой субъективный процесс.

III. *Answer the questions using the topical vocabulary:*

Unit X. **FORMATION OF THE SELF**

1. What notion was prevalent in both scientific and lay circles at the turn of the century? 2. Who vigorously challenged this assertion? 3. What did Cooley contend? 4. What is the looking-glass self? 5. How many phases is this ongoing mental process characterized by? 6. Why is the notion of the looking-glass self useful to distinguish between self-images and self-conceptions? 7. What is a self-image? 8. Does it change as we move from one context to another? 9. What is our self-conception? 10. Does the succession of self-images edit or supplant our more crystallized self-conception? 11. Why do human beings often experience shyness? 12. What is shyness? 13. How many adult Americans consider themselves shy? 14. What is described as a "shame culture"? 15. Why does shyness take a heavy human toll? 16. What kind of behavior is choking? 17. When does it arise? Give an example. 18. How are the visitor's exploits usually met in contrast to the breaks and exploits of the home team? 19. When do players become "uptight" and error prone?

IV. *Explain in English the meaning of:*

self – awareness, a self – image, shyness, choking.

V. *Find in the above text antonyms of the following words:*

worst, tolerant to, irregular, to lose, lean, infant, to overeat, to continue, shame, slight, advantage.

VI. *Sum up your ideas of the above text.*

VOCABULARY EXERCISES

I. *Find in the above text and copy out sentences in which linking expressions **as a result** and **consequently** are used. Which of them introduces a reason or results, and conclusions? Translate the sentences with them.*

II. *Choose the proper verb form and translate the sentences.*

1. The looking-glass self is a social psychological concept by Charles Horton Cooley in 1902. 2. The term refers to people their self-concepts based on their understanding of how others perceive them. 3. The looking-glass self at an early age and continues throughout the entirety of a person's life. 4. Through interaction with others, we begin an identity about who we are, as well as empathy for others. 5. We ourselves through the eyes of other people, even to the extent of incorporating their views of us into our own self-concept. 6. People on their own attitudes and feelings from watching themselves behave in various situations. 7. In

the “looking-glass self” a person self through others' views in society and in turn expands individuality.

(Missing verbs: to develop, decide, created, observes, shaping, see, begins)

III. *Translate the following sentences into English using the topical vocabulary:*

1. Личность представляет собой совокупность психических реакций человека на мнения о нём окружающих людей. 2. Главная концепция Кули называется теорией "зеркального Я". 3. Сознательные действия означают для человека соотнесение своих действий с теми представлениями о его "Я", которые складываются у других людей. 4. Кули предположил, что “Я” состоит из “Я” – чувств, которые оформляются через отношения с другими. 5. Наше понимание себя – процесс, который всегда развивается по мере нашего взаимодействия с другими, мнение которых о нас постоянно изменяется. 6. Мы определены другими людьми и руководствуемся в своём поведении и восприятии подобным определением. 7. Процесс зеркального отражения собственного “Я” является субъективным процессом и не обязательно соответствует объективной реальности.

IV. *Ask all types of questions to the following sentence:*

The term "looking-glass self" was coined by Cooley after extensive psychological testing in 1902.

SPEAKING:

I. *Comment upon the following statement. Share opinions.*

The self-image of an individual is formed by imagining what others think of his or her behavior and appearance.

II. *What is your opinion on the following topic?*

We develop some sort of self – feeling such as pride or mortification on the basis of what we perceive others' judgments of us to be.

III. *Discuss the following question.*

Do you consider yourself shy?

IV. *Recall the day you have felt some sense of pride, shame, happiness, guilt.*

V. *Say how you imagine your friend. What are his or her interests and attitudes?*

UNIT XI

TEXT 1

CORPORATE IDENTITY

I. Read and translate the text.

A strong corporate identity and positive corporate image are believed to deliver tangible bottom line benefits for a wide range of organizations. But how easy are they to achieve? We must explore the meaning of corporate identity and image and consider some critical approaches. We must then consider ideas affecting identity and image management and consider how concepts dominating PR thinking can be incorporated into corporate identity (CI) management – an area often informed by a marketing paradigm.

The terms ‘corporate identity’ and ‘corporate image’ are sometimes confused with each other. Corporate identity is what the organization communicates (either intentionally or unintentionally) via various cues, whereas its image is how its publics actually view it.

A corporate identity is the overall image of a corporation, firm or business in the minds of diverse publics, such as customers, investors and employees. It is a primary task of the corporate communications department to maintain and build this identity to accord with and facilitate the attainment of business objectives. It is usually visibly manifested by way of branding and the use of trademarks.

An image is a perception and exists only in the mind of the receiver. A corporate image refers to how a corporation is perceived. It is a generally accepted image of what a company stands for. Typically, a corporate image is designed to be appealing to the public, so that the company can spark an interest among consumers, create share of mind, generate brand equity, and thus facilitate product sales. A corporation's image is not solely created by the company. Other contributors to a company's image could include news media, journalists, labor unions, environmental organizations. To formulate an image, publics interpret an identity in a wider context with broader frames of reference. For example, Nike's corporate identity is a carefully managed amalgam of associations (with fashionable sports personalities, major sporting events such as the Olympics as well as local and charitable events), clear design and mission. Many people exposed to these aspects of its identity may well formulate an image of Nike as a high-quality and fashionable arbiter of good design. Others, aware of some negative media coverage of Nike's manufacturing policy in third world countries (interpreting the identity in a broader context), may form an image of Nike as exploitative and thus boycott its products. Clearly, then, organizations cannot construct a corporate image because they cannot control the context in which their communication is received, interpreted or understood. Nevertheless, a clear, well-managed corporate identity can go some way to effecting a strategically important image, and a neglected corporate identity may send out all the wrong messages: ‘An organization may commonly assume that it only communicates when it wants to, but unfortunately for many companies, a failure to control communications results in a confused image’.

Managing corporate identity is about identifying the right image for an organization, and communicating it effectively. Some critics consider CI management to be the domain of a small elite within organizations who become self-absorbed and deluded about the role and importance of identity: In a world saturated with symbols, where there is a great demand for every organization to keep communicating, it is easy to think that each message and every campaign are taken seriously and received in the ways designed. But such meanings are often malleable, unstable and of only ephemeral interest. In fact, in many cases cynicism may be the most prominent outcome. Nevertheless, CI management is considered by many to be a vital aspect of motivating a wide range of stakeholders (including voters, employees, shareholders and consumers).

The term 'corporate identity' refers to the combination of ways in which an organization's personality is expressed. As such, identity includes design aspects such as logos, colour, typeface and house style but also embraces less tangible elements such as behaviour, culture, values, mission, communication style and associations (with personalities, charities, political parties or other organizations via donations or sponsorship).

In the last MORI poll, 166 senior people responsible for corporate identity in leading European companies rated the benefits of a strong corporate identity. Other benefits include helping companies recover from crises and recruitment of top employees.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words:

amalgam – амальгама; смесь
charitable – благотворительный
confuse v. – смешивать, спутывать
cue – намёк
delude v. – обманывать, сбивать с толку
diverse – разнообразный
donation – пожертвование
equity – справедливость; беспристрастность
facilitate v. – способствовать; содействовать
failure – провал, неудача
fashionable – модный
intentionally – намеренно
malleable – податливый
neglect v. – пренебрегать
objective – задача, цель
outcome – результат
overall – всеобщий
paradigm – парадигма, образец
perception – восприятие, ощущение
rate v. – оценивать
solely – только, исключительно

spark v. – зажигать, воодушевлять
tangible – осязаемый, осязаемый
whereas – в то время как

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

tangible, intentionally, diverse, equity, amalgam, charitable, elite, malleable, cynicism, embrace.

II. *Find in Text 1 English equivalents for the following words and phrases and write them out:*

статья эгоцентричным; предоставить осязаемые итоговые преимущества; через пожертвования или спонсорство; в уме получателя; рассмотреть некоторые критические подходы; представляет собой выявление правильного образа; даёт в результате смешанный образ; оценили преимущества; продиктованная маркетинговой парадигмой; для широкого спектра организаций; с помощью различных намёков; оправиться от кризисов и найма ведущих сотрудников; имеют только недолговечный (эфемерный) интерес; общий имидж корпорации; шрифт; охватывает менее осязаемые элементы; достижение деловых целей; восприятие; может зажечь интерес; построить корпоративный имидж; пренебрегаемый фирменный стиль; наиболее заметный результат; образ, который выступает за компанией.

III. *Answer the following questions. Use the topical vocabulary.*

1. What is believed to deliver tangible bottom line benefits for a wide range of organizations? 2. Why must we explore the meaning of corporate identity and image and consider some critical approaches? 3. Are the terms 'corporate identity' and 'corporate image' sometimes confused with each other? 4. What is the difference between them? 5. Is a corporate image designed to be appealing to the public? 6. Can a corporation's image be created by other contributors? 7. How do publics interpret an identity to formulate an image? Give your reasoning. 8. In which case may others form a negative image of Nike and boycott its products? 9. Why is managing corporate identity important? 10. What does the term 'corporate identity' refer to? 11. What does it include? 13. How did 166 senior people responsible for corporate identity in leading European companies rate the benefits in the last MORI poll?

IV. *Fill in the gaps with the words and expressions from the text.*

1. In a world saturated with symbols, it is easy to think that each message and every campaign are taken seriously and received designed. 2. The term refers to the combination of ways in which an organization's personality is expressed. 3. A corporate image refers to how is perceived. 4. Nike's corporate identity is a carefully with fashionable sports personalities, major sporting events such as the Olympics as well as local and charitable events. 5. cynicism may be the most prominent outcome. 6. An image is a perception and exists only of the

receiver. 7. It is ... of the corporate communications department to maintain and build this identity to facilitate the attainment of business objectives.

V. *Retell the above text using as many of the words and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out phrases containing adverbs with the suffix -ly. Say what adjectives are these derivative adverbs formed from, translate them.*

II. *Write down all possible questions to the following sentence.*

Corporate identity helps organizations to answer questions like "who are we?" and "where are we going?"

III. *Find in the above text and copy out sentences in which the linkers **in fact** and **nevertheless** are used. Which of them introduces a) a contrast and b) reality?*

IV. *Complete the following sentences using the words from the box:*

<i>sparked corporate identity outsiders congruent sense</i>

1. But managing an well means embracing all aspects of symbolism, communication and behaviour. 2. Corporate identity also allows consumers to denote their of belonging with particular human aggregates or groups. 3. This company an interest among consumers and generated brand equity. 4. Corporate image, or reputation, describes the manner in which a company, its activities, and its products or services are perceived by 5. We formulated a plan to adjust the identity. 6. The manager will conduct an audit of all elements of corporate identity to determine if they are with the desired image.

V. *Explain in English the meaning of:*

identity, donation, intentionally, high-quality, neglect.

SPEAKING:

I. *Discuss the following questions:*

- 1) How can corporate identity be effectively managed?
- 2) Why is identifying the desired corporate identity from a public relations perspective one of the controversial aspects of corporate identity management?

II. *Comment upon the following statement. Share opinions.*

"Reputation problems grow like weeds in a garden. Direct and indirect costs escalate geometrically." (Davis Young)

III. *Explain and expand on the following:*

In a competitive business climate, many businesses actively work to create and communicate a positive image to their customers, shareholders, the financial community, and the general public. A company that mismanages or ignores its image is likely to encounter a variety of problems.

TEXT 2

CORPORATE STRATEGY AND CULTURE

I. Read and translate the text.

One of the key issues of corporate identity management is its role in achieving overall organizational strategic objectives. The aim of a corporate identity plan is to determine and communicate a corporate identity to meet these future strategic objectives. In essence, corporate strategy is the setting of organizational objectives followed by the establishment of a comprehensive course of action for realizing those objectives. De Wit and Meyer (1998) have averred that corporate strategy is best understood when viewed from the three dimensions of strategy process, strategy content and strategy context.

The three dimensions of strategy, taken together, are concerned with the efficient use of resources, as well as the mobilization of those resources. Accordingly, a concern of corporate strategy is the pursuit of markets with high growth potential. Strategy, at its core, is rational and logical, clear and simple. A company is lost without a clear strategy.

For example, the Labour Party's introduction of a new corporate identity in the 1990s (involving the introduction of a new logo, a red rose, and a new name, New Labour) was linked to its overall strategic plan to modernize the party to make it electable. However, a number of thinkers in this area, most notably Grunig, would argue that the corporate identity management process should not just be designed to help implement a predetermined strategy.

Instead, strategy should be formulated partly in response to stakeholders' needs and views. 'Excellent' organizations (Grunig 1992), practising a two-way symmetric approach to communication management, should adapt their corporate strategies according to publics' opinions identified through research. Indeed, many would argue that the Labour Party's strategic objective to modernize was formulated in response to research conducted into public's perceptions of the party's image.

It is widely recognized that different organizations have distinctive cultures. An organization's behaviour reflects, or is reflected in, its culture (sometimes referred to as 'the way we do things around here'). Changing organizational cultures to improve performance in our global economy is the subject of an entire industry of 'culture change' gurus. And a plethora of recipes for changing organizational cultures are currently on offer.

Through tradition, history and structure, organizations build up their own culture. Culture therefore gives an organization a sense of identity - 'who we are', 'what we stand for', 'what we do'. It determines, through the organization's legends, beliefs, meanings, values, norms and language, the way in which 'things are done around here'.

An organizations' culture encapsulates what it has been good at and what has worked in the past. These values can often be accepted without question by long-serving members of an organization.

Corporate culture is an incredibly powerful factor in a company's long-term success. No matter how good your strategy is, when it comes down to it, people always make the difference.

Strong unified cultures can be created through strong leadership. Cultures will become more effective by re-engineering particular aspects such as leadership styles or communication techniques. Space precludes a lengthy analysis of the concept of organizational culture and attempts to change it. Johnson and Scholes' (1999) cultural web is a useful tool for mapping and understanding organizational culture. The cultural web illustrates the complexity of organizational culture and, in practical terms, the areas that should be investigated as part of any attempt to audit culture as part of corporate identity. For example, Johnson and Scholes detail a whole range of appropriate research questions investigating areas such as the type of behaviour encouraged by particular routines; core beliefs reflected by stories; ways in which power is distributed in the organization; and the status symbols favoured.

Understanding the realities of a corporate culture, revealed through research, will influence the CI management process. Johnson and Scholes' model refers to an organization's paradigm which can be explained as its 'taken for granted assumptions' or the link between structure and culture.

(From Wikipedia, the free encyclopedia)

Commentary

Kevan Scholes MA, PhD, is Professor of Strategic Management and Director of Sheffield Business School, UK. He has extensive consultancy experience in both private and public sector organizations and has a wide range of on-going international work including regular commitments with Business Schools in Australia, New Zealand and Singapore.

Gerry Johnson BA, PhD, is Professor of Strategic Management at Cranfield School of Management. He is the author of numerous books and papers on Strategic Management, is a member of the editorial board of the Strategic Management Journal and referees for many European and US academic journals.

His research work is primarily concerned with processes of strategy development and change in organizations. He is a regular visitor to universities throughout Europe, the USA, Australia and South Africa.

II. Read and memorize the following words:

adapt v. – приспособлять

aver v. – утверждать

BA (Bachelor of Arts) – бакалавр гуманитарных наук

come down to v. – сводятся к

comprehensive – комплексный, всесторонний, исчерпывающий

currently – в настоящее время

dimension – измерение
 distinctive – отличительный, характерный
 electable – имеющий право быть избранным
 encapsulate v. – заключать в себе
 guru – гуру, духовный руководитель
 implement v. – осуществлять
 incredibly – невероятно, чрезвычайно
 link v. – соединять
 MA (Master of Arts) – магистр искусств
 notably – особенно
 objective – цель, стремление
 partly – частично, до некоторой степени
 perception – восприятие
 performance – выполнение, представление
 plethora – изобилие
 preclude v. – предотвращать, исключать
 pursuit – стремление, поиск
 reflect v. – отражать
 response – ответ, реакция
 web – сплетение

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

aver, guru, recipe, encapsulate, technique, encourage, plethora, perception, currently.

II. *Translate and memorize the following words and word combinations.*

The cultural web, to improve performance, complexity, a corporate identity, a plethora of recipes, should not just be designed, revealed through research, these values, it is widely recognized, to meet these objectives, leadership, according to publics' opinions, the setting of organizational objectives, the efficient use of resources, granted assumptions, a company's long-term success, core beliefs, to be on offer, at its core.

III. *Answer the following questions using the words and word combinations from Exercise II:*

1. What is one of the key issues of corporate identity management? 2. What is the aim of a corporate identity plan? 3. What have de Wit and Meyer averred? 4. What is concerned with the efficient use of resources, as well as the mobilization of those resources? 5. What is a company lost without? 6. When was the Labour Party's introduction of a new corporate identity (involving the introduction of a new logo, a red rose, and a new name) linked to its overall strategic plan? 7. Why was it linked to its strategic plan? 8. What would a number of thinkers in this area argue? 9. What organizations should adapt their corporate strategies according to publics'

opinions identified through research? 10. Do different organizations have distinctive cultures? 11. How do organizations build up their own culture? 12. What does an organizations' culture encapsulate? 13. Is a corporate culture an incredibly powerful factor in a company's long-term success? 14. What can strong unified cultures be created through? 15. Whose cultural web is a useful tool for mapping and understanding organizational culture? 16. What does the cultural web illustrate? 17. Which research questions do Johnson and Scholes detail? 18. What will understanding the realities of a corporate culture influence? 19. How can an organization's paradigm be explained?

IV. *Fill in the gaps with the words and expressions from the above text.*

1. Corporate strategy is followed by the establishment of a comprehensive course of action for realizing those objectives. 2. Strategy partly in response to stakeholders' needs and views. 3. is reflected in its culture. 4. Culture therefore gives an organization 5. These values can often be accepted by long-serving members of an organization. 6. Cultures will become more effective by such as leadership styles or communication techniques. 7. Understanding the realities of a corporate culture can be revealed research.

V. *Retell the above text using as many of the word combinations from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out phrases in which the preposition **through** is used. Translate them.*

II. *Write down all possible questions to the following sentence.*

A company is lost without a clear strategy.

III. *Translate the following sentences paying special attention to the infinitives as parts of compound nominal predicates.*

The infinitive after the linking verb **BE** is part of the compound nominal predicate.

1. His aim was to create strong unified cultures. 2. My only chance is to speak to him. 3. His sole desire is to be accepted without question by members of an organization. 4. The most important thing for us is to determine the way in which things are done around here. 5. Your duty is to attempt to change the organizational culture. 6. His assistant's main task is to gather appropriate information for research. 7. Their overall strategic plan was to modernize the party to make it electable. 8. Your task is to implement a predetermined strategy. 9. My advice to you is not to confuse the terms 'corporate identity' and 'corporate image' with each other.

IV. Find in the above text the sentence containing the infinitive in the function of a compound nominal predicate and write it out.

V. Fill in prepositions:

1. The organizational culture is the basis the strategic enterprise management. 2. He works extensively as a consultant a senior level on issues of strategy formulation and strategic change many international firms. 3. Strategy is the direction and scope of an organization the long term, which achieves advantage in a changing environment. 4. Managers have to cross functional and operational boundaries to deal strategic problems and come to agreements with other managers. 5. His research work is concerned with processes of strategy development organizations.

Keys: with, in, of, with, at, over.

SPEAKING:

I. Do you agree with the following statement? Share opinions.

Strong unified cultures can be created through strong leadership.

II. Criticize the assumption that corporate identity can be wholly managed.

III. Discuss the following question. Use the topical vocabulary.

How can a carefully managed corporate identity affect a strategically important corporate image?

TEXT 3

CORPORATE PERSONALITY

I. Read and translate the text.

Corporate personality is the distinct status of a business organization that has complied with law for its recognition as a legal entity and that has an independent legal existence from that of its officers, directors, and shareholders.

Many approaches to corporate identity management are informed by the concept of corporate personality. Corporate personality is made up of the organization's history, culture, values and beliefs (which drive its philosophy, mission and strategies) as realized through its staff, structure systems, its products and/or services.

The conception of corporate personality is a simplification of the processes of thought. Its function is similar to that of an algebraic symbol. A mathematician finds it difficult to carry in his head a complicated expression and in order to simplify his mental processes he uses y in his calculations instead of the longer and more cumbersome expression. So it is with the imaginary corporate personality in legal calculations. The lawyer finds himself unable to solve his problems if he thinks of a corporation not as a personified unit but as a shifting body of shareholders, or even as a real but impersonal entity; and he therefore says to himself, in effect, "Let the corporate personality equal the changing body of shareholders in respect to their

relations to the joint property.” By substituting the more compact idea for the more elaborate, he is enabled to reach correct results with less mental effort.

Olins (1978) links the notion of corporate personality to an actual human personality: ‘The carefully cultivated corporate identity becomes the substitute for the personality of the entrepreneur, just as the carefully planned marketing policy is the substitute for his intuitive feeling for what the market wants.’ Van Riel (1995) explains that personality is displayed or revealed by corporate identity: ‘unique corporate characteristics’ are ‘revealed in the company’s products and buildings, in the nature and scale of its communication, and in its behaviour’. Those that view an organization as a collection of individuals may find the concept of a corporate personality difficult. In terms of trying to effect a particular corporate image, however, the notion of a corporate portrait (not an actual personality but a carefully constructed replica of a personality) is useful. In the same way that an actor would express human personalities through cues such as body language, tone of voice and choice of clothes, the public relations strategist highlights cues via ‘behaviour, communication and symbolism’ to express a desired personality. However, this notion becomes problematic if the projected personality does not reflect reality.

Identifying reality and a ‘real’ corporate personality can be difficult. To know the identity of a person is to be able to identify him or her – to distinguish him or her from others and to recognize him or her as a unique individual. Addresses, nationalities, ages and physical features are observable data, which are frequently used to identify an individual. Does this mean that one person really knows the identity of another person after having read his or her passport? Simple observation quickly becomes an insufficient method for understanding identity. We must go much further to know the identity of people truly. We must have long discussions with them, we must ask them about their tastes and convictions, and we must learn their histories.

To gain a real insight into a personality, it is also important to talk to a whole range of friends, family and acquaintances to assess their views and experiences. In the same way, when attempting to determine an accurate picture of the corporate personality, a range of stakeholders’ views must be sought. Stakeholder analysis techniques should be used to identify the relevant stakeholders to be used in the research. So a combination of research methodologies must be adopted, targeted at a range of stakeholders. These could include content analysis of corporate documents, surveys, focus groups, interviews and critical incident analysis.

(From Wikipedia, the free encyclopedia)

II. Read and memorize the following words and phrases:

acquaintance – знакомство

assess v. – оценить

be informed by v. – быть проинформированным чем-либо, кем-либо; быть наполненным

comply v. – соблюдать

conviction – убеждение

corporate personality – корпоративное "лицо" (в смысле имидж компании)

cumbrous – громоздкий
distinguish v. – выделить, различать
entity – организация, сущность
frequently – часто
gain v. – получать
highlight v. – придавать большое значение
imaginary – мнимый, воображаемый
incident – свойственный, присущий
insufficient – недостаточный, несоответствующий
law – закон
lawyer – адвокат
recognize as v. – признавать кем-либо
relevant – уместный
replica – копия, модель
seek (sought; sought) v. – искать, стремиться
similar – аналогичный, похожий
simplify v. – упростить
staff – сотрудники, персонал
substitute for – замена для

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

entrepreneur, acquaintance, cumbrous, distinguish, desired, algebraic, insight, addresses.

II. *Find in Text 3 English equivalents for the following words and phrases and write them out:*

чтобы выразить желаемую личность; запоминать в уме; особый статус; ориентированная на широкий круг заинтересованных сторон; непостоянный орган управления акционеров; предприниматель; чтобы получить реальное представление; юридическое лицо; не отражает реальность; с меньшими умственными усилиями; ценности и верования; безликое существо; их вкусы и убеждения; в характере и масштабах ее связей; что касается; математик; совместная собственность; обозначает намёки; процессы мышления; понятие корпоративного портрета.

III. *Answer the following questions using the words and phrases from Exercise II:*

1. What is corporate personality? 2. Which concept are many approaches to corporate identity management informed by? 3. What is corporate personality made up of? 4. Why is the function of corporate personality similar to that of an algebraic symbol? 5. When does the lawyer find himself unable to solve his problems? 6. When is he enabled to reach correct results with less mental effort? 7. Who links the notion of corporate personality to an actual human personality? 8. How does Van

Riel explain the personality? 9. Who may find the concept of a corporate personality difficult? 10. Can identifying reality and a 'real' corporate personality be difficult? Give your reasoning. 11. Why does simple observation become an insufficient method for understanding identity? 12. What is also important to gain a real insight into a personality? 13. What kind of techniques should be used to identify the relevant stakeholders to be used in the research? 14. Must a combination of research methodologies be targeted at a range of stakeholders?

IV. *Find in the above text synonyms of the following words:*

life form, often, to obtain, to consider a priority, attorney, to look for, fast, with regard to, personnel.

V. *Read the above text again and outline its main ideas.*

VOCABULARY AND GRAMMAR EXERCISES

I. a) *Find in the above text adjectives in the comparative degree, write out phrases with them.* b) *Form the comparative degree of the following adjectives:*

accurate, distinct, important, long, relevant, legal, well, similar, useful, bad, simple, problematic, correct, real.

II. *Translate the sentences and define the italicized verb forms.*

1. Individuals *are* never *considered* to be isolated from the groups that they belong to. 2. Large organizations *have become* so preoccupied with carefully *crafted* and elaborate expressions of their mission that they often *overlook* penetrating questions about stakeholder involvement. 3. Corporate personality *was articulated* by H. Wheeler Robinson. 4. The essential prerogative of man *does not lie* in rights, but in duties. 5. A public relations perspective *may well consider* that formulation of a *desired* identity *should involve* a range of stakeholders in a dialogic process. 6. There *exists* an oscillation back and forth between the group and the individual.

III. *Write down all possible questions to the following sentence.*

We must go much further to know the identity of people truly.

IV. *Define the functions of the Infinitive in the following sentence.*

To know the identity of a person is to be able to identify him or her – to distinguish him or her from others and to recognize him or her as a unique individual.

SPEAKING:

I. *Discuss the following question.*

What ethical issues should be considered when formulating and managing corporate identity?

II. *What is your opinion on the following topic?*

We need not waste words in discussing the nature of the existence of the corporate entity. Its existence is precisely as real as the existence of any other composite unit. (Arthur Machen)

III. *Study the following information. Do you share the author's opinion?*

The doctrine of corporate personality is a natural though figurative expression of actual facts. It is only by study and artificiality that we can train ourselves to make it confusing or misleading. The best method of dealing with the doctrine that a corporation is a legal personality is, therefore, to think less about it.

The conception itself is a natural one. We do not need to be instructed to regard a corporation as an entity and to regard that entity as a person: our minds are so constituted that we cannot help taking that view. Being a natural conception, it will tend to find its proper place in the law, if only we cease to regard it as something mysterious or technical.

Arbitrary, technical rules must be carefully studied in order to be properly applied. For example, nobody would assert that the application of the rule against perpetuities could safely be left to the natural man. But in applying natural rules or principles, study leads to artificiality. If the truth that twice two makes four had been stated as an abstruse technical doctrine and embedded in a mass of legal terms, we should be much less liable to error by trusting to the multiplication table than by striving to understand and bear in mind the technical statement.

(by Arthur Machen)

TEXT 4

PUBLIC RELATIONS IN STRATEGY MAKING

I. *Read and translate the text.*

The main role of the leader of an organization and its senior managers (or board) is to provide vision and direction. Effective organizations have a sense of purpose. They know where they are going and they know how they are going to get there. The vision may be set by a strong individual with a particular driving-force, for example Bill Gates who wanted to put a PC on everyone's desk.

Strategy is the heart of planning for public relations, marketing communication and related areas. Alternatively the vision may be more broad-based and generic. For example, universities exist to provide higher education; their purpose is broadly the same – to undertake teaching, research and consultancy. However, even within that broad category there are those with different priorities; some are research driven, some want to serve a regional community, some specialise in certain subjects. Many organizations subscribe to the 'Management By Objectives' approach, that is, the organization sets itself clear goals and then each business unit or department and the individuals within them agree contributory measurable goals against which they will be evaluated. Whatever the type of organization, successful ones have a strategy that determines long-term direction and the scope of the operation.

Simply stated, a strategy is the organization's overall plan. It is how the organization decides what and how it wants to achieve. It has a dual focus: the action of the organization (both proactive and responsive) and the content of its messages (theme, source, content and tone). Refer to a strategy in the singular, because each program should have a single, unifying strategy. To better understand the strategy, you first need to understand the twin concepts of goals and objectives.

Strategy making involves a great deal of information, analysis and decision-making. This decision-making and strategy selection is undertaken by the 'dominant coalition', that group within an organization which has the power 'to make and enforce decisions about the direction of the organization, its tasks, its objectives and its functions' (White and Dozier 1992). The contribution that public relations can make to the strategy-making process is twofold: first, helping to collect and interpret information from the social environment so that strategic decisions can be made, and second, the communication of the strategic vision. Strategic communication planners have many options about what their organization can do and say on any particular issue. These actions can be either proactive or reactive.

In a proactive measure, the organization can launch a communication program under the conditions and according to the timeline that seems to best fit the organization's interests. Conversely, a reactive measure responds to influences and opportunities from its environment. Proactive strategies include both communication and action. Response strategies include preemptive action, offensive and defensive responses, diversion, commiseration, rectifying behavior and strategic inaction.

The entire strategic process is interrelated and interdependent: Goals guide the development of objectives, which in turn help drive decisions about what persuasive strategies to use and what tactics to employ to address the problem or opportunity.

Goals provide the direction while objectives pinpoint the destination. A goal is a statement rooted in the organization's mission or vision. Using an everyday language, a goal acknowledges the issue and sketches out how the organization hopes to see it settled. A goal is stated in general terms and lacks measures; these will come later in the objectives. In general, communication goals can be categorized as relating to three different types of management situations:

- reputation management goals, which deal with the identity and perception of the organization;
- relationship management goals, which focus on how the organization connects with its publics; and
- task management goals, which are concerned with getting certain things done.

It is unnecessary, even unlikely, that every campaign will have each type of goals. Planners mix and match these as they consider appropriate to their specific campaign. Who sets organization's communication goals? Public relations managers do, usually as an implementation of the organization's strategic plans, which ideally the public relations people have had a hand in developing. These overall plans may be identified in global documents, such as the strategic business plan, or in implementation guidelines, such as an annual strategic plan or a statement of priorities or directions. Strategic communication planners first should note how the

organization defines what it means to be successful and then develop goals that grow out of this definition.

Unit XI. **CORPORATE IDENTITY & STRATEGY**
(From "Types of Public Relations")

II. *Read and memorize the following words:*

achieve v. – достигать, добиваться
acknowledge v. – признавать, подтверждать
board – совет
broad-based – на широкой основе
commiseration – сочувствие
contributory – способствующий
defensive – оборонительный; защитный
dual – двойной
enforce v. – обеспечивать соблюдение
fit v. – соответствовать, годиться
generic – общий
in turn – по очереди
issue – проблема
lack v. – испытывать недостаток, недоставать
measure – критерий
offensive – наступательный
opportunity – возможность, удобный случай
pinpoint v. – точно определить
preemptive – упреждающий
proactive – активный
responsive – ответный
scope – сфера, охват
sketch out v. – наметить
timeline – график. план
twofold – двойной
undertake (undertook; undertaken) v. – предпринимать
unlikely – вряд ли, маловероятно

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

twofold, commiseration, vision, measurable, entire, priorities, unifying, measure.

II. *Find in Text 4 English equivalents for the following words and phrases and write them out:*

цели точно определяют место назначения; особенная движущая сила; формулировка, укоренившаяся в миссии организации; по какой-либо конкретной проблеме; приложили руку к разработке; даже вряд ли; годовой; смежные области; понятия – близнецы; чтобы приняться за проблему или удобную возможность; чтобы лучше всего соответствовать интересам организации; ставит

перед собой чёткие цели; большой объём информации; старшие менеджеры; проводить обучение, исследования и консультации; объём работы; запускать.

III. *Use the following word combinations and phrases in the sentences of your own.*

To settle a goal, using an everyday language, to specialise in certain subjects, to provide higher education, the leader of an organization, in general terms, to have a hand in.

IV. *Explain in English the meaning of:*
preemptive, in turn, priority, long-term direction.

V. *Answer the following questions using the words and phrases from Exercise II:*

1. What is the main role of the leader of an organization and its senior managers? 2. Who may the vision be set by? 3. What is the heart of planning for public relations, marketing communication and related areas? 4. Why may the vision be more broad-based and generic? 5. What dual focus does strategy have? 6. What do you first need to better understand strategy? 7. Does strategy making involve a great deal of information, analysis and decision-making? 8. Who is this decision making and strategy selection usually undertaken by? 9. What kind of contribution can public relations make to the strategy-making process? 10. Do strategic communication planners have many or few options about what their organization can do? 11. What can the organization launch in a proactive measure? 12. What does a reactive measure respond to? 13. What strategies include preemptive action, offensive and defensive responses, diversion, commiseration, rectifying behavior and strategic inaction? 14. Why can we say that the entire strategic process is interrelated and interdependent? 15. Do objectives provide the direction? 16. What does a goal deal with? 17. How can communication goals be categorized? 18. Where may overall plans be identified? 19. What should strategic communication planners first note?

VI. *Retell the above text using as many of the words and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Choose the right word:*

1. A goal is stated in general (definitions/terms) and lacks measures. 2. Everyone wants to sell their own ideas or products in the (detriment/damage) of others. 3. Public opinion is the aggregate of individual attitudes or beliefs held by the (adult/grown-up) population. 4. The formation of public opinion is considered of great importance in a (spare/free) society. 5. People in formal leadership (positions/places) are also called power leaders. 6. Public (mind/opinion) can be influenced by public relations and the political media. 7. The informal organization represents an extension of the social structures that generally characterize (personal/human) life.

II. Find in the above text and copy out phrases in which the preposition **within** is used. Translate them.

Unit XI. CORPORATE IDENTITY & STRATEGY

III. Complete the text with the pronouns from the box.

<i>its</i>	<i>us</i>	<i>their</i>	<i>your</i>	<i>its</i>	<i>itself</i>
------------	-----------	--------------	-------------	------------	---------------

Before you set the specific objectives, it is useful to determine the position you seek with publics. What do we want people to think about ? A successful approach to strategic communication in a competitive environment is to position the organization according to own particular niche.

Positioning is the process of managing how an organization distinguishes with a unique meaning in the mind of its publics – that is, how it wants to be seen and known by its publics, especially as distinct from its competitors. The concept of distinctiveness is an important one for all organizations – large and small businesses, educational and charitable organizations, political and human service groups, hospitals, churches and sports teams. In most settings, organizations are known more by distinctiveness than by their similarities. For example, in the field of higher education, a dozen or more schools might be located in a particular metropolitan area. Each is likely to be identified by unique characteristics: the large public university, the small church-affiliated college, the high-priced two-year private school, the community college with an open admissions policy or the mid-sized public institution.

IV. Use Future Simple Active or Passive of the verbs in brackets to complete the sentences.

Future Simple
Active: will undertake
Passive: will be undertaken

1. By building on research you (to anchor) your program in the vision of the organization and you (to maintain) a fixed gaze on your chosen publics. 2. The names of the senior managers (to print) in the local newspaper. 3. He (to let) us know about new circumstances. 4. The writing of the new program (to start) tomorrow. 5. We hope our company (to make) a profit next year. 6. All unnecessary files (to delete) in the morning. 7. Another test in English (to write) next Wednesday. 8. Examples of positive persuasive communication (to include) public health campaigns, such as reducing smoking. 9. A combination of research methodologies (to adopt) and (to target) at a range of stakeholders in a week.

V. Find in the above text and copy out sentences containing Future Simple Active or Passive and translate them.

SPEAKING:

I. *Express your opinion on the following point of view.*

Power is a stronger form of influence because it reflects a person's ability to enforce action through the control of a means of punishment.

II. *Comment upon the following statements. Share opinions.*

1) Public relations and marketing strategists generally make the distinction that goals are general and global while objectives are specific.

2) Failing to give adequate attention to the strategy can result in weak messages and pointless activity.

UNIT XII

TEXT 1

WHAT IS COMMUNICATION?

I. Read and translate the text.

It is impossible not to communicate – you don't need words, grammar or syntax. Humans communicate before and after they can use a language by using sounds and gestures. Babies yell at different frequencies depending on whether they are hungry, frustrated or have a full nappy. Usually their carer can tell the difference. On holidays, people can point and smile and nod at strangers.

To communicate you need someone else. 'It takes two to speak,' said Thoreau, 'one to speak and another to hear.'

Communication seems so simple until we begin to examine it. Then all sorts of terms and concepts creep into the conversation. Even the definitions add to the confusion: Windahl and Signitzer (1992) point out that there are two main traditions in defining communication – the one-way transmission model and the two-way exchange concept. Communication can be defined as the transmission of information, ideas, attitudes, or emotion from one person or group to another (or others) primarily through symbols.

In contrast, Rogers and Kincaid define communication as 'a process in which the participants create and share information with one another in order to reach a mutual understanding'. This is quite close to Grunig's two-way symmetric model.

Berger (1995) identifies four levels of communication: intrapersonal (thoughts), interpersonal (conversations), small group communication (like a lecture) and mass communication. He points out that 'talking to oneself' uses the neurological/chemical apparatus of the brain as the channel of communication; talking to another or others uses the air waves to carry the verbal message, as well as non-verbal communication, like body language, facial expression and so on.

Mass media communication uses print, broadcast or phone wires to communicate with a wide range of geographically scattered people.

Burgoon et al. (1994) suggest that intent is a key concept – where both source and receiver know that communication is occurring. This excludes all the accidents of overhearing or instances where the television is on, but the room is empty. Meaning is also crucial: without a shared understanding of the meaning of words and symbols, communication is at best limited, at worst impossible. Imagine driving in a country where a red traffic light meant 'go'.

Another issue is noise, which is interference between elements in a communication, and can mean technical interference (like static on the line), semantic interference (where the meaning is unclear) and psychological interference (where the receiver is unable to understand the message because of their own state of mind or personality).

Feedback is also an important concept. It is what makes the difference between one-way communication, where the sender has no knowledge – or possibly interest – in the receiver's response, and two-way communication, where the receiver can

comment or even alter events by responding to a message. Berlo (1960), writing about feedback, said, 'How can anyone know that a communication has taken place unless there is a response from the receiver?'

Finally we must consider the concept of mediation – the means by which the communication is transmitted, whether in person, by language or gesture, or via another medium, print or broadcast. Unmediated communication means any two-way contact that does not pass through a channel or medium. This can be one-to-one (a conversation), one-to-many (a speech), or even many-to-one (a protest). It's worth pointing out that even direct communication between individuals contains a number of variables such as: voice, body language, proximity and facial expression. Mediated communication adds a channel – a means of transmitting the message. This could still be one-to-one, like a telephone conversation. Or it could be one-to-many, like a radio broadcast. The kind of channel used and its technical efficiency will affect the message, for example talking on your mobile as you enter a railway tunnel will reduce the efficacy of the message. The internet and the World Wide Web provide a wholly new possibility – many-to-many communication using newsgroups to talk to news-groups.

(by Johanna Fawkes)

II. Read and memorize the following words:

affect *v.* – влиять
alter *v.* – изменять, вносить изменения
brain – мозг
confusion – путаница, неразбериха
creep into *v.* – проникать в
efficacy – эффективность, действенность
exclude *v.* – исключать
facial – лицевой
feedback – обратная связь, ответная реакция
intent – цель, намерение
interference – вмешательство
interpersonal – межличностный
intrapersonal – внутри личностный
means – средство. способ
medium – способ, среда; обстановка
nappy – подгузник
nod *v.* – кивать головой
participant – участник
point out *v.* – указывать, обращать внимание
proximity – близость, подобие
scatter *v.* – разбрасывать
unless – если не; за исключением
wholly – полностью
yell *v.* – кричать

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

efficacy, facial, gesture, overhearing, wholly, confusion, psychological, scattered, conversation.

II. *Find in Text 1 English equivalents for the following words and phrases and write them out:*

общее понимание значения слов и символов; повлияет на сообщение; кивать на чужих; односторонняя модель передачи; телефонный разговор; из-за их собственного состояния ума; наводить на мысль; не может понять; в первую очередь посредством символов; получатель; отвечая на сообщение; проникают в разговор; подслушивание; другой вопрос; стоит отметить; взаимопонимание; концепция посредничества; опосредованная коммуникация; в худшем случае.

III. *Ask your own problem questions to the text.*

IV. *Use the following word combinations and phrases in the sentences of your own.*

Geographically scattered people; to nod at strangers; a telephone conversation; to share information with one another; by responding to a message.

V. *Reproduce the text in your own words. Use the topical vocabulary.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the above text and copy out sentences in which linkers **in contrast** and **as well as** are used. Which of them introduces a contrast or addition?*

II. *Complete the following sentences using the words from the box:*

information	goals	conversation	employees	responses	crucial
describes	feedback	lobby			

1. When two people are in , the speaker is free to adjust his or her tone, speed, language, emphasis and so on, according to questions, nods, smiles and other from the listener. 2. This model the role of the mass media in communication. 3. Employee/organizational communications refer to communications and interactions among or members of an organization. 4. The source and receiver are in a constant and adjustment loop. 5. Communication is the central process through which employees share , create relationships, make meaning and “construct” organizational culture and values. 6. He is often attacked as a propagandist and deceptive manipulator, who represents groups against the public interest. 7. The feedback element is to effective public relations. 8.

Communication helps individuals and groups coordinate activities to achieve , and it's vital in socialization, decision-making and problem-solving processes.

III. *Ask all types of questions to the following sentence:*

Communication can be defined as the transmission of information, ideas, attitudes, or emotion from one person or group to another primarily through symbols.

IV. *Translate the sentences and define the italicized verb forms.*

1. He *described* two ways of seeing and defining internal communications.
2. This perspective *is gaining* wider acceptance as more organizations *recognize* the crucial role of communication in dealing with complex issues.
3. Survival of organizations *is based* on effective relationships among individuals and groups.
4. Without the ability to communicate, each human being *would be locked* within a private world.
5. The kind of channel *used* and its technical efficiency *will affect* the message.
6. In recent years the media *has paid* more attention to the process by which political information *reaches* the public.

V. *Match each group of words to the correct suffix. The suffix must fit all three words in the group. What spelling changes do you have to make when you add the suffix?*

- | | |
|------------------------------------|----------|
| 1 send receive employ | a) -ness |
| 2 differ interfere exist | b) -ion |
| 3 rare ideal whole | c) -er |
| 4 person ethic promotion | d) -ic |
| 5 communicate confuse express | e) -ive |
| 6 strategy asymmetry history | f) -al |
| 7 response act effect | g) -ence |
| 8 conscious distinctive persuasive | h) -ly |

VI. *Translate the following sentences into English:*

1. Общественное мнение представляет собой отношение различных групп людей к событиям и фактам социальной действительности.
2. Система масс-медиа является основным коммуникативным инструментом связей с общественностью.
3. В качестве коммуникаций в связях с общественностью задействуются различные средства массовой информации: радио, пресса, телевидение.
4. Межличностная коммуникация представляет собой вид личностно-ориентированного общения, связанный с обменом сообщениями и их интерпретацией двумя или более индивидами, вступившими в определённые отношения между собой.
5. Знание языка жестов и телодвижений позволяет не только лучше понимать собеседника, но и предвидеть, какое впечатление произведёт на него услышанное.
6. Такие средства невербального общения, как мимика, жесты, интонация и др. выполняют функции дополнения и замещения речи, передают эмоциональные состояния партнёров по общению.

SPEAKING:

I. *Do you agree with the following statements? Share opinions.*

1) Some theorists point out that the public relations practitioner is never disinterested – there is always an employer or client – and, as organisations rarely act against their own interests, the communication is still asymmetrical.

2) The terms ‘sender’ and ‘receiver’ are not applicable in a communication process, where the goal is mutual understanding. (Windahl et al. 1992)

II. *Prove the fact that the internet and the World Wide Web provide a wholly new possibility – many-to-many communication using newsgroups to talk to newsgroups.*

TEXT 2

PRESENTATIONAL AND REPRESENTATIONAL MEDIA

I. *Read and translate the text.*

Fiske (1990) distinguishes between presentational and representational media. Presentation and representation are very similar in the fact that they are displaying a certain idea that an individual has, and they include a text or visuals to support the idea. The major difference is that presentation is the original idea and representation stands for an idea that is being represented by something else or something else is being used to support that idea. Essentially, presentation would be the display or proposal of the idea and then representation would take that idea but replace it with something else to prove the idea further.

The presentational media are those which are not mediated, such as voice, body language and facial expressions. They require the presence of both the communicator and the receiver to create acts of communication.

Representational media may include these elements but the communicator does not need to be actually present. This would include television interviews for example, but could also include paintings, photographs, books, even gardens and buildings – anything, in fact, that makes a statement or text but does not require its creator to be present for a ‘reading’ to be taken.

Fiske calls these works of communication. He also examines the ‘mechanical’ media of television, radio and telephone and points out the extra technical requirements of these media.

Other theorists describe technical issues as relating to channels not media, but they are often used to mean the same thing. The media most relevant to public relations are the mass media – newspapers and magazines, radio and television and, increasingly, the internet. These media allow communicators to reach at low cost (compared to contacting them individually) large numbers of people who have already chosen to purchase or consume that paper or magazine or programme. The audience may be vast, like the readership of a national newspaper, or quite small, like a magazine’s subscriber.

To reach these audiences via the mass media involves having your message selected for inclusion by journalists according to formal or informal ideas of what they think the reader or viewer wants, sometimes called news values. The journalist takes on a 'gatekeeper' role, deciding what does and does not get forwarded to the medium's users. Of course, advertisers can reach the same audiences without going through this 'gate', but they lose credibility or third-party endorsement in the process.

Most public relations communication is mediated, though it is worth remembering that public relations also uses direct media, such as exhibitions, leaflets or corporate videos, where the content is wholly controlled by the sender. Interestingly, the internet allows both kinds of communication. Some sites are run by media organisations where inclusion is controlled by journalists. But websites, chat-rooms and newsgroups allow direct communication with interested parties – and, of course, between them.

(After Johanna Fawkes)

Commentary

John Fiske (born 1939) is a media scholar who has taught around the world. He was a Professor of Communication Arts at the University of Wisconsin–Madison. His areas of interest include popular culture, mass culture, media semiotics and television studies.

II. Read and memorize the following words:

chat – дружеский разговор, беседа

communicator – коммуникатор

consume *v.* – потреблять

credibility – достоверность

distinguish *v.* – выделить, различать

endorsement – одобрение

gatekeeper – привратник, швейцар

get forwarded *v.* – получить направление; направить

inclusion – включение

leaflet – тонкая брошюра, листовка

mediate *v.* – посредничать, служить связующим звеном

presentational – презентационный

prove *v.* – доказывать, подтверждать

representational – репрезентативный

statement – утверждение

take on *v.* – принимать

vast – огромный, многочисленный

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

audience, distinguish, inclusion, requirement, viewer, forwarded.

II. Find in the above text English equivalents for the following word combinations and phrases and write them out:

через средства массовой информации; предложение идеи; очень похожий; потерять доверие; на самом деле; самое непосредственное отношение к связям с общественностью; полностью контролируется отправителем; журналист берёт на себя роль привратника; указывает на дополнительные технические требования; одобрение посторонних (третьих лиц) в процессе.

III. Answer the following questions using the word combinations and phrases from Exercise II:

1. Who distinguishes between presentational and representational media? 2. Why are presentation and representation very similar? 3. What is the major difference between presentation and representation? 4. What media belong to the presentational media? 5. What do they require? 6. What can you say about the representational media? 7. Who examines the 'mechanical' media of television, radio and telephone? 8. What kind of media is most relevant to public relations? 9. Can communicators reach large numbers of people at low cost? 10. What role does the journalist take on? 11. What do advertisers lose to reach the same audiences without going through this 'gate'? 12. Who is the content of direct media, such as exhibitions, leaflets or corporate videos wholly controlled by? 13. What allows direct communication with interested parties?

IV. Find in the above text synonyms of the following words:

huge, to claim, fly-sheet, to study, definite, chosen, certainly.

V. Retell the above text using as many of the word combinations and phrases from the topical vocabulary as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Complete the following sentences using the words from the box:

viewed heart to persuade certain representation indispensable
communication

1. Most businesses today try key publics that their goods or services are reliable, safe, value for money. 2. Politicians and the government are in many ways at the of the news machine. 3. When there are problems, everyone acknowledges that the cause often is a problem. 4. The role of media in modern life is , providing information, education and entertainment. 5. The knowledge and perception of people about events, issues and objects within and beyond their geographical settings are usually formed and shaped by media of such events, issues and objects. 6. The media in any society serve as the window through which the wider world is 7. In reporting and presenting issues, media often add their

own judgment and interpretations thereby defining the public knowledge of events.

II. *Ask all types of questions to the following sentence:*

The presentational media require the presence of both the communicator and the receiver to create acts of communication.

III. *Find in Text 2 the sentences containing Present Continuous active and passive. Translate them.*

SPEAKING:

I. *Discuss the arguments for the following statement.*

The journalist takes on a 'gatekeeper' role, deciding what does and does not get forwarded to the medium's users.

II. *Topics for discussion.*

1. Is the use of specialist government media advisers a necessary element in contemporary democratic societies?

2. What is the role of the media in shaping public constructions of crime and criminality?

TEXT 3

INTERNAL COMMUNICATION MATTERS

I. *Read and translate the text.*

Communication is one of the most dominant and important activities in organizations (Harris & Nelson, 2008). Fundamentally, relationships grow out of communication, and the functioning and survival of organizations is based on effective relationships among individuals and groups. In addition, organizational capabilities are developed and enacted through "intensely social and communicative processes" (Jones et al., 2004). Communication helps individuals and groups coordinate activities to achieve goals, and it's vital in socialization, decision-making, problem-solving and change-management processes.

Internal communication also provides employees with important information about their jobs, organization, environment and each other. Communication can help motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments. Communication is the basis for individuals and groups to make sense of their organization, what it is and what it means.

Internal communication is a complex and dynamic process, but early models focused on a one-way transmission of messages. The Shannon-Weaver Model, concerned with technology and information distribution, is a classic example. In this S-M-C-R model, an information source [S] encoded a message [M] and delivered it through a selected channel [C] to a designated receiver [R], who decoded it. Later versions of the model added a feedback loop from the receiver to the sender.

Nevertheless, the model suggested that all meaning is contained within the message, and the message would be understood if received. It was a sender – focused model.

Berlo's (1960) S-M-C-R model provided a richer interactional perspective. He emphasized relationships between a source and a receiver and suggested that the more highly developed the communication knowledge and skills of sources and receivers, the more effectively the message would be encoded and decoded. Berlo also acknowledged the importance of the culture in which communication occurs, the attitudes of senders and receivers and strategic channel selection. Later models emphasized the transactional nature of the process and how individuals, groups and organizations construct meaning and purpose.

Today, the model is more complex due to new media and high-speed, multi-directional communications. However, the core components live on in formal communications planning and implementation. Organizational leaders and communication specialists first develop strategies to achieve objectives, construct relevant messages and then transmit them through diverse channels to stimulate conversations with employees and members. Formal communications are grounded in receivers' needs and concerns. Employees communicate informally with others inside and outside the organization through high-speed communications, too.

Internal communication occurs on multiple levels. Interpersonal or face-to-face (F-T-F) communication between individuals is a primary form of communication, and for years organizations have sought to develop the speaking, writing and presentation skills of leaders, managers and supervisors. Group-level communications occur in teams, units and employee resource or interest groups (ERGs). The focus on this level is information sharing, issue discussion, task coordination, problem solving and consensus building. Organizational – level communications focus on such matters as vision and mission, policies, new initiatives and organizational knowledge and performance. These formal communications often follow a cascade approach where leaders at hierarchical levels communicate with their respective employees, though social media are changing communications at this level.

In a formal communication network, messages travel through official path-ways (e.g., newsletters, memos, policy statements) that reflect the organization's hierarchy. Informal communications move along unofficial paths (e.g., the grapevine, which is now electronic, fast and multidirectional) and include rumors, opinions, aspirations and expressions of emotions. Informal communications are often interpersonal and horizontal, and employees believe they are more authentic than formal communications. Employees and members use both networks to understand and interpret their organizations.

(by Bruce Berger)

II. Read and memorize the following words:

accomplishment – достижение

authentic – подлинный

designate v. – назначать, предназначать

enact v. – предписывать, постановлять; происходить

engagement – дело. занятие
live on v. – (продолжать) жить
multiple – множественный
pathway – путь
respective – соответствующий
rumor – слух, толки
spur v. – побуждать, стимулировать
survival – выживание

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

hierarchy, ambition, discussion, horizontal, designated, concern, survival, spur.

II. *Find in the above text English equivalents for the following word combinations and phrases and write them out:*

обмен информацией; внутри и за пределами организации; для достижения целей; передавать по различным каналам; стимулировать участие; признавал важность культуры; следует каскадному подходу; в связи с новыми средствами массовой информации; предоставляет сотрудникам важную информацию; чтобы иметь смысл; неофициальные связи; замкнутая система обратной связи; отражают иерархию в организации.

III. *Write some problem questions to the above text for class discussion.*

IV. *Explain in English the meaning of:*

communication, employee, formal, identity.

V. *Find in the text and copy out sentences in which prepositions **between** and **among** are used. Translate them.*

VI. *Use the following word combinations and phrases in the sentences of your own.*

To be based on effective relationships among individuals; to include rumors and opinions; shared identity; to achieve objectives.

VII. *Retell the above text using as many of the word combinations and phrases of the topical vocabulary as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Translate the following sentences. Pay attention to the words and word combinations in italics:*

1. Communicati

Unit XII. PUBLIC RELATIONS AND COMMUNICATIONS

2. Organizational leaders first develop strategies to achieve objectives, construct relevant messages and then transmit them *through diverse channels* to stimulate conversations with employees. 3. Horizontal communication *refers* to communication among persons who have no hierarchical relationship. 4. *Face-to-face channels* include speeches, team meetings, focus groups, social events and gatherings and management by wandering around. 5. Diagonal or omni-directional communication occurs among employees *at different levels* and in different functions. 6. Adaptive subsystems help the organization *to adjust* when the environment in which it operates changes. 7. *Effective listening* helps leaders at all levels improve employee morale, retain employees and uncover and resolve problems. 8. People at work communicate *regardless of the intentions* of their managers or leaders.

II. *Translate the following sentences. Pay special attention to the comparison of parallel increase or decrease.*

The comparative degree can be used in parallel constructions of the type "**the more ... the more...**". For example:

The more I think about this model, the less I like it.

1. The more compact idea is elaborated the more correct results with less mental effort will be reached. 2. The longer we stayed there, the better we felt. 3. The more appropriate medium or media you select, the faster you'll assess relevant audiences and construct messages. 4. The sooner this is done the better. 5. It is assumed that the greater the error between the experimental value and the true value is, the less likely it is that the experimental value will be observed. 6. The higher the reputation capital is made, the less the costs for supervising and exercising control are needed. 7. The more you listen to gossiping, the more you encourage it. 8. The longer she thinks of his proposal the less she likes it.

III. *Find in the above text the sentence containing the parallel construction of the type "the more...the more".*

SPEAKING:

I. *Do you agree with the following statements? Share your opinions on the topic.*

1. Communication can help motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments.

2. Thanks to good communication, employees know better what their role is as part of the greater whole. And, as a result, they'll start to work harder forthwith.

II. *Is it right or not? Share opinions.*

Employee communication is an important skill for all managers, irrespective of their seniority. Like any skill it requires training and development. Often,

organisations do not invest the appropriate amount of time and effort in developing managers' communications skills.

UNIT XIII

TEXT 1

INFORMATION GATHERING

I. Read and translate the text.

As boundary-spanners, public relations professionals are ideally placed to gather information from both the internal and the external environment. They do this in two ways. First, they are aware of the wider macro environment. Second, they are knowledgeable about the attitudes and behaviours of the various publics of the organisation who populate this broader environment because they are in regular dialogue with those publics.

'Environmental scanning' is the term used for gaining information about the macro environment. PR professionals use the same techniques as those available to strategic planners. They will undertake analyses of the environment using techniques such as PEST. This technique provides a framework that allows analysis of the environment by categorising it under various headings.

Some strategists now regard PEST as no longer reflecting the complexity of the environment in which modern organisations operate. They recommend an expansion of the framework to encompass the Environment, that is, the physical or green environment, Information and the Legal or regulatory aspects. The acronym EPISTLE describes this analytical tool. The justification for including these additional elements is that the physical environment is judged to be one of the major concerns of the twenty-first century. Global warming, pressures to move from car – based transport, sustainability, waste disposal and so on are all key issues. Organisations operate within an increasingly complex legal environment. In addition to growing amounts of national legislation, there are transnational regulations, such as EU directives, and international agreements, such as those made by the World Trade Organisation. There are also quasi-legal arrangements which often have a 'moral' dimension, such as the agreements to reduce pollution or to alleviate third world indebtedness, all of which may impact on organisations.

Some analysts also recommend that culture should have special consideration. As organisations become increasingly global they need to be aware of religious and social differences between and within the countries in which they operate. Organisational cultures differ too and values between suppliers, distributors and organisations or even different parts of the same organisation can be quite distinct. Companies within the same sector can have radically different cultures.

Access to and the ability to manage and use information is critical to organisations because information is power. The ubiquity and power of the internet radically alters the past position where certain kinds of information have been the protected domain of a privileged few. For the environmental scanner, the internet is a vital information source. By plugging into sites such as those maintained by the major social research organisations like MORI, the political think – tanks and NGOs,

profes Unit XIII. **INFORMATION GATHERING, INTERPRÉTATION AND RISK MANÁGEMENT** environment. The point of this kind of analysis is to identify the key drivers that will impact on the organisation. There are no standard responses; the drivers will be different depending on the country, sector and organisation. It is also vital to identify the inter-relationships between the key drivers.

Economic trends may force political decisions, and technology often affects lifestyles and social interactions. For example, the internet has transformed working, purchasing and leisure patterns. Environmental scanning establishes the long-term drivers of change and their impact. These need localising to identify the effect that they will have on the organisation itself. Environmental analyses should not only be done in the here and now, but should also include forward projections so that organisations can plan a variety of futures which they will have to accommodate, try to change or adapt to.

(From The Public Relations by Alison Theaker)

NOTES

PEST: The PEST analysis is a framework that strategy consultants use to scan the macro-environment in which a firm operates. PEST is an acronym for the following factors:

- Political
- Economic
- Social
- Technical

MORI stands for **Market & Opinion Research International**

NGO: A **non-governmental organization** is an organization that is neither a part of a government nor a conventional for-profit business.

EPISTLE (ПОСЛАНИЕ): An epistle([iˈpɪsəl]; Greek ἐπιστολή, epistolē, “letter”) is a writing directed or sent to a person or group of people, usually an elegant and formal didactic letter. The epistle genre of letter – writing was common in ancient Egypt as part of the scribal-school writing curriculum.

II. *Read and memorize the following words:*

- abreast – в ряд; рядом
- accommodate v. – приспособлять
- alleviate v. – облегчать
- be aware of – знать, сознавать
- encompass v. – охватывать
- expansion – расширение, распространение
- heading – заголовок
- indebtedness – задолженность; чувство обязанности
- judge v. – оценивать
- justification – обоснование
- legislation – законодательство, законодательная деятельность
- pollution – загрязнение

populate v. – населять
quasi-legal – квази-правовой (полуправовой)
radically – радикально, коренным образом
regard v. – рассматривать, учитывать
scan v. – бегло просматривать; пристально изучать
sustainability – устойчивость
technique – метод, способ
think-tanks – мозговые центры
ubiquity – повсеместность

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

technique, sustainability, indebtedness, religious, ubiquity, abreast, leisure, gather, knowledgeable, quasi.

II. *Translate and memorize the following words and word combinations:*

under various headings, to undertake analyses, to have special consideration, by plugging into sites, keep abreast of, in the here and now, to gather information from the environment, to be knowledgeable about, by categorizing, as boundary-spanners, the point of this kind of analysis, religious and social differences, to alleviate third world indebtedness, the long-term drivers of change, to force political decisions, quasi-legal arrangements, the major concerns, increasingly, the key drivers.

III. *Answer the following questions using words and word combinations of the topical vocabulary:*

1. Do public relations professionals gather information from both the internal and the external environment? 2. How many ways do they do this in? 3. What kind of ways are these? 4. What is the term *Environmental scanning* used for? 5. What techniques do they use undertaking analyses of the environment? 6. What does PEST technique provide? 7. Why do strategists recommend an expansion of the framework? 8. What does the acronym EPISTLE describe? 9. What are key issues nowadays? 10. What else do analysts recommend? 11. Why do organisations need to be aware of religious and social differences between and within the countries in which they operate? 12. Why is access to and the ability to manage and use information critical to organisations? 13. Will the drivers be different depending on the country, sector and organisation? 14. What is vital to identify? 15. What may force political decisions and affect lifestyles and social interactions? 16. What establishes the long-term drivers of change? 17. Should environmental analyses include forward projections?

IV. *Find in the above text and copy out sentences in which prepositions **between** and **within** are used. Translate them.*

V. *Fill in the gaps with the words and expressions from the text.*

1 Unit XIII. **INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT** attitudes and behaviours of the various publics of the organisation. 3. The internet is a vital source. 4. growing amounts of national legislation, there are transnational regulations, such as international agreements, and such as those made by the World Trade Organisation. 5. PR professionals use the same techniques as those..... strategic planners.

VI. *Retell Text 1 using as many of the words and phrases of the topical vocabulary as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete the sentences with the words from the box.*

*can gathering sources look for identity resources risk hard
searching*

1. Information is available from a variety of through a variety of means. 2. Corporate is such a complex concept, and it is difficult to imagine that it is easily manipulated and controlled. 3. It may be to tell what information is important and what is useless. 4. Employee knowledge be a valuable resource. 5. To gather information he at first turned to internal then he expanded his understanding through external resources. 6. I started the Internet by looking in each of the general areas, where I found information as well as links to other resources. 7. Information can be used for a variety of different reasons. 8. We have a of being overloaded with information and some techniques for sifting are needed. 9. Once you have identified what you need to you need to explore how you are going to find it.

II. *Ask all types of questions to the following sentences:*

1. The chief manager finished his competitor information gathering by finding investment analysis and annual reports for the larger direct competitors and the industry leaders.
2. A broad, well-researched foundation of knowledge will help you more accurately develop your own approaches and opinions, a key element to academic achievement.

III. *Translate the following sentences into English using words and word combinations of the topical vocabulary:*

1. Сбор информации – это процесс целенаправленного извлечения и анализа информации о предметной области. 2. Для принятия правильных и обоснованных решений нужно обладать информацией. 3. Сбор первичной информации для решения некоторых задач представляет собой единственный способ получить все необходимые сведения. 4. В процессе анализа можно проводить опросы разных типов независимо от источников информации. 5. Преимущество

качественных методов исследования заключается в том, что они позволяют не только констатировать наличие явления, но понять возможные причины и возможные последствия его возникновения. 6. Существует масса способов получения информации. 7. Сбор информации проводится в целях получения ответов на самый широкий круг вопросов.

IV. Find in the above text and copy out sentences containing modal verbs and their equivalents.

SPEAKING:

I. Discuss the arguments for the following statement.

Information gathering skills will be essential to your studying and the development of your subject knowledge. Higher level studying at university (third or fourth year for example) will make substantial demands upon your searching skills as you will need to show a much broader awareness than in the preliminary stages of your study.

II. Discuss the problem. Share opinions.

Information comes from a variety of sources and is applied to a range of purposes.

III. Explain and expand on the following:

It's hard to stem the tide of information, because new events, ideas and discoveries are always turning up.

TEXT 2

KNOWLEDGE OF PUBLICS

I. Read and translate the text.

The important element of information gathering by public relations professionals is intelligence about the organisation's publics or stakeholders. Public relations planners are in a privileged position in that they interact with organisational publics frequently: their job is to manage and facilitate the relationship between the organisation and its publics, sometimes in conjunction with colleagues from elsewhere in the organisation. It is important to stress that the public relations professional will be alert to the relative power, influence, needs and expectations of stakeholders and the shifting dynamics both within and between stakeholder groups. Furthermore, the public relations professional will be aware of the attitude towards the behaviour of the various stakeholders (or publics) in relation to the wider issues identified in the environment and towards the organisation itself. For example, the public relations professional working for a food retailer will be alert to the fact that genetic modification of food is a major issue. They will also be aware of the prevailing attitudes of the scientific community, suppliers, customers, shareholders and employees. They will be conscious that opinion is divided and that they will need

to be Unit XIII. INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT stakeholder groups to organisations cannot be overestimated. Freeman (1984) first articulated this in a systematic way, arguing that organisations were defined by their relationships with stakeholders and that stakeholders include not just those groups that management believe to have a stake in the organisation, but those who decide for themselves that they have a stake in the organisation. The actions of activist groups have this a painful reality for some organisations. Indeed, in some instances, these activist groups have caused organisations to profoundly rethink their relationship with their wider stakeholder community, as was the case for Shell when Greenpeace took action over the Brent Spar oil platform disposal.

Stakeholding theory has progressed and in the 1990s the 'corporate community' approach to stakeholding emerged. By integrating the economic resources, political support and specialist knowledge that stakeholders can offer, both organisations and stakeholders can gain mutual benefit. The role of managers is to facilitate a coalition that draws partners together. This is especially important in the internet age. Research has shown very clearly (Coombes, 1998) that the internet has shifted the balance of power between organisations and their stakeholders. Stakeholders can organise quickly and effectively, using the internet to communicate between themselves, to set up information resources and to galvanise people into action. Furthermore, the ability of 'outsiders' to look into organisations (transparency) and the ability of insiders to transmit information outside the organisation (porosity) bring new challenges.

In this context, having open and responsible organisations becomes even more critical. Thus, it can be seen that public relations is a complex and skilled activity, that at its highest articulation is the careful management of relationships with and between dynamic, constantly forming, evolving and dissolving stakeholder groups, all of whom see themselves as having a legitimate stake in the company. The navigation and negotiation of these complex interrelationships calls for skills of the highest order. Furthermore, these stakeholder groups themselves exist within and are affected by a constantly changing environment. The management of these relationships is receiving increasing attention in the public relations literature and indeed is increasingly being put forward on a coherent general theory of public relations.

Regular research and audits of the opinion of all their publics is a vital job for the public relations professional. A typical organisation interacts with an enormous number of publics. Esman (1972) has usefully categorised these into four types of organisational linkages. Enabling linkages are those with organisations and groups that have the authority and resources to permit the organisation to exist. Functional linkages provide input into the organisation and consume its outputs. Normative linkages are those with peer organisations, and diffused linkages are with those who have no formalised relationship with the organisation, but have an interest in it. This categorisation not only demonstrates the number of different publics that the professional communicator interacts with, but the range of interest of those publics.

(From The Public Relations. By Alison Theaker)

II. Read and memorize the following words:

alert – бдительный
coherent – понятный, разборчивый
conscious – сознательный, понимающий
diffuse v. – распространять
disposal – размещение, расположение
frequently – часто, зачастую
galvanise v. – заставить *кого-либо* действовать
habit – привычка; характерная черта
in conjunction – вместе, сообща
intelligence – интеллект, ум
linkage – связь
negotiation – переговоры, согласование
overestimate v. – переоценивать
painful – болезненный, мучительный
peer – равный
porosity – пористость, рыхлость
prevail v. – преобладать
profoundly – глубоко
put forward v. – выдвигать
retailer – розничный торговец
shift – сдвиг, изменение
stake – доля, участие

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

coherent, alert, profoundly, privileged, conscious, transparency, audit.

II. *Find in the above text English equivalents for the following word combinations and phrases and write them out:*

пригодные связи; покупательские привычки; для активизации действий людей; впервые сформулировал это систематическим образом; иметь долю (акции); главная проблема; получить взаимную выгоду; навыки высшего порядка; квалифицированная деятельность; всё больше и больше выдвигаются на понятной общей теории; жизненно важная работа; чтобы позволить организации существовать; в некоторых случаях; сместил баланс сил; мнения разделились.

III. *Answer the following questions using words and word combinations of the topical vocabulary:*

1. What is the important element of information gathering by public relations professionals? 2. What is the job of public relations planners? 3. Will the public relations professional be aware of the attitude towards the behaviour of the various stakeholders in relation to the wider issues identified in the environment and towards the organisation itself? 4. Why cannot the importance of stakeholder groups to organisations be overestimated? 5. Who first articulated this in a systematic way? 6.

What have activist groups caused organisations to in some instances? Give an example. Unit XIII. INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT

8. In what case can both organisations and stakeholders gain mutual benefit? 9. What has shifted the balance of power between organisations and their stakeholders? 10. What brings new challenges? 11. Why is public relations a complex and skilled activity? 12. What are these stakeholder groups affected by? 13. What is a vital job for the public relations professional? 14. Does a typical organisation interact with an enormous number of publics? 15. What are enabling linkages? 16. What do functional linkages deal with? 17. What kind of linkages do you know?

IV. *Make up your own sentences or situations with the following phrases:*

the important element of information gathering; stakeholder groups; public relations professional; put forward on a theory; to galvanise people into action.

V. *Retell Text 2 using as many of the words and phrases of the topical vocabulary as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Find in the text and copy out sentences in which linking expressions (**and**) **indeed** and **furthermore** are used. What idea do they introduce? Translate the sentences with them.*

II. *Insert the prepositions.*

1. We want to know who the players are our industry. 2. In public relations and communication science, publics are groups individual people. 3. Publics are targeted public relations efforts. 4. The public relations professional encourages organisations to recognise stakeholders as partners who can collaborate them in problem solving. 5. Social publics are groups of people united common ideas, ideology or hobby. 6. The Internet has made it easier for companies to find candidates the aid of an outside recruiter. 7. This can lead a lack of confidence in facilitating discussion in their teams. 8. competitive fields, such as fast-moving consumer goods, publicity can be crucial to success.

Keys: *by, without, in, with, in, of, by, to.*

III. *Define the function of the Infinitive:*

1. Their job is to manage and facilitate the relationship between the organisation and its publics. 2. The role of public relations is to develop and maintain relationships with these groups in order for the organisation to meet its goals. 3. To gain a real insight into a personality, it is also important to talk to a whole range of friends, family and acquaintances to assess their views and experiences. 4. The use of public relations to promote goods and services is sometimes called marketing public relations. 5. To know the identity of a person is to be able to identify him or her – to distinguish him or her from others and to recognise him or her as a unique individual. 6. The role of managers is to facilitate a coalition that draws partners

together. 7. The manager has a lot of work to do today. 8. The aim of their research is to understand complex interrelationships.

IV. *Ask all types of questions to the following sentence:*

A typical organisation interacts with an enormous number of publics.

SPEAKING:

I. *Prove that regular research and audits of the opinion of all publics is a vital job for the public relations professional.*

II. *Develop the idea.*

Marketing campaigns are often preceded and followed by research to measure the degree to which an attitude or behaviour has changed after the marketing activity.

TEXT 3
INFORMATION INTERPRETATION

I. *Read and translate the text.*

Interpretation is a communication process, designed to reveal meanings and relationships of our cultural and natural heritage, through involvement with objects, artifacts, landscapes and sites. It should be stressed that interpretive communications is not simply presenting information, but a specific communication strategy that is used to translate that information for people, from the technical language of the expert, to the everyday language of the visitor.

It is important to remember that the communication process of interpretation did not spontaneously appear one day. Interpretation (the profession, and the techniques and approaches) is a wonderful mix from communication principles from many other professions. Interpreters should have a basic working knowledge of each of these to include:

- * Journalism
- * Marketing
- * Psychology
- * Non-formal and adult education theory and presentations
- * Business management and finances
- * Recreation and tourism planning/principles
- * Media planning/design principles.

White and Mazur suggest that because they have such extensive contacts with sources and information, public relations staff may be in a position to provide a central collation and interpretation function. Managing and interpreting information require both research and analytical capabilities and are an indication of the skills set required of senior practitioners. Where the environment is turbulent and creates uncertainty, those individuals who are capable of interpreting what is happening are invaluable in decision-making. Public relations practitioners are used to dealing with complex situations and to making sense of inter-linked issues involving a variety of

public Unit XIII. INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT
their skills of interpretation and counselling.

Public relations practitioners are ideally placed to be able to access early sources of information and can interpret that information to identify emerging issues and those that may have a profound effect on an organisation. For example, media content analysis can identify matters of growing importance and help clarify the direction in which public opinion is moving on a particular issue. Public affairs departments are often plugged into government thinking on prospective legislation or have access to think-tanks who specialise in futures. Their boundary-spanning role helps public relations professionals maintain an independent perspective to decision-making. This independence is valuable to other managers who are often too tied into the 'organisational view' to act objectively or to understand the ramifications of their decisions and the impact they will have on stakeholders.

(After Alison Theaker)

II. Read and memorize the following words:

adult – взрослый человек

clarify v. – прояснить

collation – сопоставление, сравнение

counseling – консультирование

deal with v. – иметь дело с

heritage – наследие

interpretation – интерпретация, толкование, объяснение

interpretive – пояснительный

invaluable – бесценный

plug into v. – вставить в

prospective – предполагаемый, ожидаемый

ramification – разветвление; результат

reveal v. – выявлять, обнаруживать

staff – сотрудники, персонал

suggest v. – предложить

tie into v. – связать в

turbulent – бурный, беспокойный

uncertainty – неопределённость

EXERCISES TO THE TEXT

I. Spell and transcribe the following words:

adult, ramification, interpretive, interpretation, spontaneously, psychology, clarify.

II. Find in the above text English equivalents for the following word combinations and phrases and write them out:

имеют доступ к мозговым центрам; влияние, которое они оказывают на заинтересованные стороны; идеально подходят, чтобы иметь возможность полу-

читать доступ к; не спонтанно появился однажды; растущее значение; роль, охватывающая все грани; быть в состоянии обеспечить основное сопоставление; последствия их решений; внести ценный вклад; независимая перспектива принятия решений; ожидаемое законодательство.

III. *Answer the following questions using words and word combinations of the topical vocabulary:*

1. What kind of process is interpretation? 2. Is interpretive communication only presenting information? 3. Did the communication process of interpretation spontaneously appear one day? 4. What basic working knowledge should interpreters have? 5. What do White and Mazur suggest? 6. What is an indication of the skills set required of senior practitioners? 7. Where are individuals who are capable of interpreting what is happening invaluable in decision-making? 8. How can public relations practitioners make a valuable contribution to strategy-making? 9. Can media content analysis identify matters of growing importance? 10. What helps public relations professionals maintain an independent perspective to decision-making? 11. Why is independence valuable to other managers?

IV. *Fill in the gaps with the words and expressions from the text.*

1. Interpretation is a communication process, designed of our cultural and natural heritage. 2. They have such contacts with sources and information. 3. Managing and require both research and analytical capabilities. 4. Public relations practitioners are used complex situations and to making sense of inter-linked issues. 5. can help clarify the direction in which public opinion is moving on a particular issue. 6. Public affairs departments have access to who specialise in futures.

V. *Find in the above text antonyms of the following words:*

to conceal, dependence, few, limited (contacts), to forget, seldom, junior.

VI. *Retell the above text using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Complete the sentences with the words from the box.*

<i>picked up for visitors because interpretive stated range</i>

1. In reality, we see the use of techniques and principles every time. 2. Interpretation is not what you say to , but rather the way you say it to them. 3. The word *interpretation* may have a wide of meanings for people based on their background, training, or experience in the interpretive profession. 4. That definition has been over the past 17 years by many organizations. 5. The interpretive communication process can be used interpreting anything, any subject. 6. Interpretation is an objective driven, and market (audience) focused process that

looks Unit XIII. **INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT**
process of learning and discovery gives us pleasure.

II. *Ask all types of questions to the following sentence:*

Public affairs departments are often plugged into government thinking on prospective legislation.

III. *Find in the above text and copy out phrases containing both **ing** –forms, the gerund and the present participle, translate them.*

SPEAKING:

I. *Is it right or not? Share opinions.*

In planning the strategy as to how to provoke attention, the interpreter has to consider the answer to the question: Why would a visitor want to know this information? The answer to that questions ends up being the graphic, photo, or statement that gets the audiences attention.

TEXT 4 RISK MANAGEMENT

I. *Read and translate the text.*

Knowledge of the environment and of stakeholders is vitally important. Organisations find themselves increasingly at risk from a number of directions. In the wider context, we live in an increasingly interconnected, dependent, pluralistic world, where no one and no organisation can isolate itself from any of the ‘big issues’ that are emerging. The green environment is a clear example, but there are many more.

Risk management is a systematic process of identifying and assessing company risks and taking actions to protect a company against them. Some risk managers define risk as the possibility that occurrence may cause harm or losses, while noting that risk also may provide a future possible opportunities. By taking risks, companies sometimes can achieve considerable gains. However, companies need risk management to analyze possible risks in order to balance potential gains against potential losses and avoid expensive mistakes. Risk management is best used as a preventive measure rather than as a reactive measure. Companies benefit most from considering their risks when they are performing well and when markets are growing in order to sustain growth and profitability.

September 11 2001 was a defining moment for many organisations. They have had to appraise all kinds of issues that affect their business, for example, how much should executives travel? Are our products or services culturally sensitive? Are our buildings secure? With whom do we make strategic alliances? The big-picture political and economic issues such as these can and should be tracked and monitored by public relations professionals as part of their environmental scanning duties. Indeed, issues tracking and management are part of the strategic communicator’s basic toolkit.

Risk management is the identification, assessment, and prioritization of risks (defined as the effect of uncertainty on objectives) followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization of opportunities.

Risks can come from various sources: e.g., uncertainty in financial markets, threats from project failures (at any phase in design, development, production, or sustainment life-cycles), legal liabilities, credit risk, accidents, natural causes and disasters as well as deliberate attack from an adversary, or events of uncertain or unpredictable root-cause. There are two types of events i.e. negative events can be classified as risks while positive events are classified as opportunities.

By knowing stakeholders well and understanding what motivates them, what their thinking is and how they are likely to act, the public relations professional can bring an invaluable perspective to management thinking and advise on the appropriate way to manage these relationships. Risk managers consider different methods for controlling or preventing risks and then select the best method given the company's goals and resources. Thus, helping to manage risk is a vital role for communicators. Issues management and agenda-setting are not only possible but necessary in an environment where the publics themselves define and then seek to satisfy their information needs. It is for this relationship management skill and judgement that many of the most senior communicators either sit at board tables in their own right or are direct advisers to CEOs and chairs of large organisations. It is a vital strategic information role and highly valued in boardrooms throughout the world. The role of public relations professionals in information gathering and interpretation can be mapped directly onto classical strategy models. These models describe the process of information gathering required when organisations are deciding which strategic approach to take.

Commentary

CEO: A chief executive officer (in American English) or managing director (MD in British English). (For more information, see p.67).

II. Read and memorize the following words:

adversary – соперник, оппонент

appraise v. – оценивать

assess v. – оценить

avoid v. – избежать

benefit v. – приносить пользу (выгоду)

board – совет, правление

boardroom – зал заседаний совета директоров

executive – должностное лицо

gain v. – получать

harm – вред

interconnected – взаимосвязанный

liability – ответственность

loss – потеря

map v. – отображать

Unit XIII. **INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT**

opportunity – возможность, удобный случай

preventive – профилактический, предупредительный

seek v. (sought; sought) – искать, стараться

sustain v. – поддерживать

threat – угроза

throughout – через; на протяжении

toolkit – инструментарий

uncertainty – неопределённость

unfortunate – неудачный, неблагоприятный

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

throughout, pluralistic, prioritization, uncertainty, threat, senior, measure.

II. *Find in Text 4 English equivalents for the following word combinations and phrases and write them out:*

председатели крупных организаций; формирование повестки дня; всё больше и больше встречаются с риском; будущее появление; определяющий момент; непредсказуемая первопричина; по их собственному праву; предупредительная мера; правовые обязательства; принести неоценимую перспективу; обязанность изучения окружающей среды; добиться значительных успехов; дать оценку всем видам вопросов; жизненно важная роль для коммуникаторов; принимая риски; ответная мера; преднамеренное нападение противника; по всему миру.

III. *Answer the following questions using words and word combinations of the topical vocabulary:*

1. Why is knowledge of the environment and of stakeholders vitally important? 2. Can anyone and any organisation isolate itself from any of the 'big issues' that are emerging? 3. What is risk management? 3. How do some risk managers define a risk? 4. Why do companies need risk management? 5. Is risk management best used as a preventive measure or as a reactive measure? 6. Where do companies benefit most from? 7. What event was a defining moment for many organisations? 8. What kinds of issues do organisations have had to appraise? 9. Where can risks come from? 10. What types of events are there? 11. In what case can the public relations professional bring an invaluable perspective to management thinking and advise on the appropriate way to manage the relationships? 12. Who considers different methods for controlling or preventing risks? 13. Are issues management and agenda-setting necessary? 14. What can the role of public relations professionals in information gathering and interpretation be mapped onto?

IV. *Find in the text synonyms of the following words:*

to evaluate, responsibility, council, injury, to behave, important (gains), matters, collecting.

V. Retell Text 4 using as many of the word combinations and phrases from Exercise II as you can.

VOCABULARY AND GRAMMAR EXERCISES

I. Make up your own sentences or situations with the following phrases:

to protect a company against risks; to analyze possible risks; bring an invaluable perspective to management thinking; from various sources; to avoid expensive mistakes; the strategic communicator's basic toolkit; in order to sustain growth and profitability.

II. Translate the sentences and define the italicized verb forms.

1. A risk manager usually *predicts* and *enacts* measures to control or prevent losses within a company. 2. Several risk management standards *have been developed* lately. 3. Our risk manager *considered* different methods for controlling or preventing risks. 4. After the method *is selected* and *implemented*, it *must be monitored* to ensure that it *produces* the intended results. 5. Human factors *are* one of the main drivers for risk management. 6. They *are analyzing* possible risks in order to balance potential gains against potential losses. 7. Risk sources *were identified* and *monitored* by our public relations professional.

III. This sentence includes examples of both **-ing** forms, the gerund and the present participle. Say which words in italics are the gerund and which are the present participle.

Companies benefit most from *considering* their risks when they are *performing* well and when markets are *growing* in order to sustain growth and profitability.

IV. Ask all types of questions to the following sentence:

Risk management is best used as a preventive measure rather than as a reactive measure.

V. Translate the following sentences into English using words and word combinations of the topical vocabulary:

1. Перед менеджерами стоит задача не избегать рисков, а управлять ими и тем самым повышать эффективность деятельности компании. 2. Под управлением рисками понимаются процессы, связанные с идентификацией и анализом рисков, а также принятием решений, которые включают минимизацию отрицательных последствий. 3. В процессе управления рисками необходимо планировать комплекс мер, чтобы предотвратить негативные последствия. 4. Системный подход в управлении рисками основывается на том, что все явления и процессы рассматриваются в их системной связи. 5. Для того, чтобы сформировать систему эффективного управления рисками, необходимо наличие подготовленных специалистов в этой области. 6. После выявления риска необходимо принять решение об ответных действиях.

SPEAKING:

Unit XIII. **INFORMATION GATHERING, INTERPRETATION AND RISK MANAGEMENT**

I. Explain and expand on the following:

Problems for risk communicators involve how to reach the intended audience, to make the risk comprehensible and relatable to other risks, how to pay appropriate respect to the audience's values related to the risk, how to predict the audience's response to the communication, etc.

II. Comment upon the following statements. Share opinions.

1) The truth of a problem or risk is often obfuscated by wrong or incomplete analyses, fake targets, and lack of good communication and confrontation of risk management solutions with reliable partners.

2) A main goal of risk communication is to improve collective and individual decision making.

UNIT XIV

TEXT 1

TRAINING AND PROFESSIONAL DEVELOPMENT

I. Read and translate the text.

Bines and Watson (1992) suggest three models of professional education. The first is apprenticeship or pre-technocratic, where professional education takes place mainly on the job, with some associated learning through day release at a relevant institution. The emphasis is on practical techniques. The technocratic model is more associated with professions, and consists of a systematic knowledge base founded on academic disciplines, the application of that base to practice, and supervised placements in practice.

The third model, or post-technocratic, emphasises professional competence and bridges the gap between education and employment. There is still a debate on what constitutes competence, and difficulties in identifying the competences needed. The development of National Vocational Qualifications (NVQs) in PR had limited success. Although the qualifications were initially adopted, they were discontinued by the Qualifications and Curriculum Authority due to poor take-up. This scheme, whilst initially voluntary, aims to encourage members to continue their development by undergoing vocational training, achieving subsequent academic qualifications, participating in the work of the IPR and contributing expertise to public relations students.

By ensuring that its members are properly qualified and engaged in current training, the IPR aims to ensure that they will be professional in their business conduct, and that clients and employers will be able to use the standard of membership as an indicator that they are employing a competent practitioner. A substantial amount of background research was done to inform the scheme, giving rise to four suggested levels of development:

- Level 1 PR executive;
- Level 2 account manager or PR officer;
- Level 3 account director or head of department;
- Level 4 board member, managing director, chief executive.

Particular skills are included at each level, from basic media training at level 1 to strategic issues management and board skills at level 4. All IPR workshops now carry an indication of their level, and the overall structure can be used by both individuals and companies when planning their training requirements. The framework has been constantly updated, and contains an indication of the skills needed to ensure that PR practitioners can use new technology.

Some years ago, PRCA members were spending only $\frac{1}{2}\%$ of their payroll on training, whereas management consultants recommend about 8 per cent. The criteria for the government's Investors in People (IP) emphasise developing employees. The PR sector has seen consistent growth. In 1999, there was 17% growth in the fee income of the top 50 consultancies, the year before that 10%. However, the industry has not been able to tool up fast enough to satisfy demand. This will need to change.

However, despite these efforts, the area of training and development was one which was highlighted in the IPR–DTI study. Less than half of consultancies and in-house departments had formal training and development programmes, and it was felt that there was a ‘need for public relations practitioners to be more capable across a wide range of competency areas’ (IPR 2003). There was a need for a more rigorous approach to training and skill acquisition, particularly management skills at middle and senior levels. There was a lack of appreciation of the need for planning, research and evaluation (PRE) skills, which it was felt was holding the profession back from being seen as a strategic rather than tactical discipline.

(From The Public Relations by Alison Theaker)

Commentary

IPR: Intellectual property rights

PRCA: Public Relations Consultants Association

IPR–DTI: Intellectual property rights - Department of Trade and Industry

Qualifications Curriculum Authority (QCA) was formed on 1 October 1997, through a merger of the National Council for Vocational Qualifications (NCVQ) for vocational qualifications and the School Curriculum and Assessment Authority (SCAA) for academic qualifications. The Qualifications and Curriculum Authority is committed to building a world-class education and training framework that meets the changing needs of individuals, business and society.

National Vocational Qualifications (NVQs) are work based awards in England, Wales and Northern Ireland that are achieved through assessment and training.

II. Read and memorize the following words and word combinations:

acquisition – получение, приобретение

appreciation – признательность, оценка

apprenticeship – ученичество; учение

bridge v. – перен. преодолевать (препятствия)

consistent – согласующийся, последовательный

consultancy – консультирование

emphasise v. – подчёркивать

expertise – экспертиза; специальные знания

gap – разрыв

in-house department – внутриведомственный отдел

payroll – платёжная ведомость

relevant – соответствующий

rigorous – тщательный, скрупулёзный

take-up – продолжение начатого

tool up v. – оборудовать, вооружиться

undergo v. – подвергаться, проходить

workshop – секция; семинар; симпозиум

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

acquisition, apprenticeship, competence, curriculum, rigorous, growth.

II. *Find in Text 1 English equivalents for the following word combinations and phrases and write them out:*

устраняет разрыв между образованием и занятостью; профессиональное образование происходит в основном на работе; приобретение навыков; занимаются текущей подготовкой; в соответствующем учреждении; проходя профессиональное обучение; удерживал от; контролируемые размещения на практике; продолжать их развитие; значительное количество предварительных исследований; подчёркивают развитие сотрудников; удовлетворить спрос; менеджер по работе с клиентами; начальник отдела; более строгий подход; первоначально добровольно; четыре предлагаемых уровня; база постоянно обновляется; коммиссионные доходы.

III. *Write some problem questions to Text 1 for class discussion.*

IV. *Give the definition of the following terms:*

education, demand, development programmes, professional competence, skill acquisition.

V. *Retell Text 1 using as many of the word combinations and phrases from Exercise II as you can.*

VOCABULARY AND GRAMMAR EXERCISES

I. *Make up your own sentences or situations with the following phrases:*

professional education, the skills needed, to continue one's development by vocational training, supervised placements in practice, to satisfy demand, to be properly qualified and engaged in current training.

II. *Ask all types of questions to the following sentence:*

There was a lack of appreciation of the need for planning, research and evaluation skills.

III. *Choose the proper verb form and translate the sentences.*

1. This theory a useful theoretical underpinning for thinking about the role of public relations. 2. The PR department is said a line of defence to prevent information from slipping out. 3. This need for training was not to public relations practitioners. 4. If the process works in presenting and translating the information about the environment in a way that is meaningful for the audience, then environmental "education" 5. Corporate professional development programs ...

to improve core competences and motivation of our employees are an important aspect of the personal and professional development strategy. 6. In order to succeed, a company's strategy needs at the board level.

(**Missing verbs:** *to provide, to be agreed, occurs, provides, designed, confined*)

IV. *State functions of the past participles in the following sentence.*

The technocratic model is more associated with professions, and consists of a systematic knowledge base founded on academic disciplines, the application of that base to practice, and supervised placements in practice.

SPEAKING:

I. *Do you think the various approved courses reflect academic or practitioner requirements for entry to the profession? Prove your point of view.*

II. *Comment upon the following statement. Share opinions.*

Public relations is the practice of managing the flow of information between an individual or an organization and the public.

TEXT 2

PROFESSIONALISM IN PUBLIC RELATIONS

I. *Read and translate the text.*

A profession is defined as a high-status occupation composed of highly trained experts performing a very specialized role in society. Public relations is a controversial field as it has often been questioned by society on whether it is a profession. One suggestion on how to attain this comes from Mark Brownell and Walter Neubauer Jr. in that “based on assumptions that higher levels of education lead to more sophisticated (accountability-oriented) approaches to public relations, which in turn lead to more professionalism, it would be useful to develop a method to categorize practitioners according to some hierarchy of professionalism which would also identify what training is needed to raise those in the lower levels to the higher levels”.

Grunig and Hunt (1984) state that “the majority of public relations practitioners since Ivy Lee and Edward Bernays changed the field in the early 1900s have argued, however, that public relations must become a profession.”

To exemplify professionalism an individual must first be a professional because professionalism is an attitude that motivates individuals to be attentive to the image and ideals of their particular profession.

C. E. Van Zandt, a human resource development professor, indicates five areas of professionalism. Professionalism is:

1. the way in which a person relies on a personal high standard of competence in providing professional services;

2. the means by which a person promotes or maintains the image of the profession;

3. a person's willingness to pursue professional development opportunities that will continue to improve skills within the profession;

4. the pursuit of quality and ideal within the profession;

5. a person's sense of pride about the profession.

To be recognized as a professional there needs to be autonomy, and have personal responsibility in conducting professional duties. The emphasis should be on service rather than on mere economic gain.

Public relations may be a maturing professional discipline but unlike other areas of management it has yet to adopt the qualities that mark out other professions, such as formal qualifications and life-long learning.

This is the key finding of the European Communication Professional Skills and Innovation Programme (ECOPSI), a research programme that explores the competencies required by communication professionals in Europe.

In order to continue its development towards a profession, public relations needs to shift away from a hands-on, learning on the job approach to more focussed knowledge acquisition and development.

Communicators must align their development with academic learning. Media and technologies may change but a solid grounding in theory is one of the best ways to future proof your career.

The jobs will be open to a wide pool of candidates, which will depend on the type of position being offered. Depending on the job, employers are seeking candidates who are generalists or specialists. Jobs for generalists are usually open to people who have a bachelor's degree in public relations, communications, journalism, administration or a related field. The candidates can be new graduates or people with a job in another occupation in the communications field.

For specialist positions, people who have training and extensive experience related to the firm's line of business, coupled with obvious communications skills, supplement the pool of candidates. For example, a company in food processing could very well consider a person with a solid education in dietetics to head up a communications campaign based on the nutritional qualities of its products. Specialist positions can be open to external candidates as well as company employees who meet the requirements.

Knowing how to become successful in life means to know exactly how to communicate your opinions and your visions to others. This is not only helpful to convince people about your dreams, but it is also essential when it comes to being a leader for your employees and other followers.

II. Read and memorize the following words:

accountability– ответственность

align v. – выравнивать

attain v. – достигать; добиваться

bachelor – бакалавр

controversial – спорный

Unit XIV. **TRAINING & PROFESSIONALISM**

с

exemplify v. – служить примером; приводить пример

graduate – выпускник

hands-on – практический

indicate v. – указывать, означать

maturing – достигший полного развития

mere – простой

obvious – очевидный

occupation – занятие

particular – конкретный, отдельный, специфический

pride – гордость

promote v. – содействовать

pursue v. – преследовать; заниматься

pursuit – стремление

rely on v. – полагаться на

shift away v. – передвинуть(ся)

sophisticated – сложный

supplement v. – дополнять, добавлять

willingness – готовность

EXERCISES TO THE TEXT

I. *Spell and transcribe the following words:*

bachelor, career, controversial, hierarchy, pursue, dietetics.

II. *Find in Text 2 English equivalents for the following word combinations and phrases and write them out:*

убедить людей; заниматься возможностями для профессионального развития; часто подвергались сомнению обществом; спорная область; гордость за профессию; высококвалифицированные специалисты; практический подход с обучением на работе; лучшие способы будущего доказательства вашей карьеры; быть внимательным к образу и идеалам своей конкретной профессии; по очереди; способствует или поддерживает имидж; широкий пул кандидатов; обучение на протяжении всей жизни; ориентированные на ответственность; работа для универсалов; прочное обоснование; в предоставлении профессиональных услуг.

III. *Answer the following questions using words and word combinations of the topical vocabulary:*

1. How is a profession defined? 2. Why is public relations a controversial field? 3. What do Mark Brownell and Walter Neubauer Jr. suggest about higher levels of education? 4. Must public relations become a profession according to Grunig and Hunt? 5. What motivates individuals to be attentive to the image and ideals of their particular profession? 6. How many areas of professionalism does C. E. Van Zandt

indicate? 7. What can you say about these areas of professionalism? 8. Why does a professional have personal responsibility in conducting professional duties? 9. What does public relations need in order to continue its development towards a profession? 10. Why must communicators align their development with academic learning? 11. Are employers seeking candidates depending on the job? 12. What can you say about the candidates? 13. Can specialist positions be open to external candidates?

IV. Fill in the gaps with the words and expressions from the text.

1. Higher levels of education lead to more sophisticated (accountability-oriented), which in turn lead to more professionalism. 2. Professionalism is an attitude that motivates individuals to the image and ideals of their particular profession. 3. may be a maturing professional discipline. 4. Media and technologies may change but is one of the best ways to future proof your career. 5. The jobs will be open to a wide pool of candidates, which will the type of position being offered. 6. Jobs for generalists are usually open to people who have in public relations, communications, journalism, administration or a related field.

V. Outline the main ideas of Text 2 and write a summary.

VOCABULARY AND GRAMMAR EXERCISES

I. Complete the sentences with the words from the box.

<i>valued</i>	<i>successful</i>	<i>solve</i>	<i>component</i>	<i>vacant</i>	<i>some</i>	<i>bachelor's</i>
---------------	-------------------	--------------	------------------	---------------	-------------	-------------------

1. This graduate knows how to be successful in life and is able to use his knowledge in a creative manner to specific problems. 2. Many unemployed professionals in public relations and communications are available to fill the positions. 3. One of the primary reasons for PR's lack of professionalism is the assertion that social responsibility is not among PR practitioners. 4. To work in this occupation, candidates must usually have a degree in public relations, communications, journalism, administration or a related field. 5. That strategy will be supported and, to extent, delivered through effective internal communications. 6. Creativity is a very special ability mostly of a person. 7. Professional organizations are an integral to raise the level of professionalism among the industry.

II. Ask all types of questions to the following sentence:

It has often been questioned by society on whether public relations is a profession.

III. Define the functions of the Infinitive in the following sentence:

To exemplify professionalism an individual must first be a professional because professionalism is an attitude that motivates individuals to be attentive to the image and ideals of their particular profession.

SPEAKING:

I. *Discuss the following question. Use the topical vocabulary.*

Have you ever noticed that the presence of other successful people encouraged you to peak performance, whereas working with negative and pessimistic people were not really beneficial at all?

II. *Discuss the arguments for the following problem. Make use of the vocabulary of the topic.*

Media and technologies may change but a solid grounding in theory is one of the best ways to future proof your career.

SUPPLEMENTARY READING

Text 1. What is PR (Public Relations)?

I. Read the text and outline its main ideas.

How do you define PR? What do you believe its purpose is?

PR deserves a somewhat long definition as it encompasses so much of what a business does in regards to the public. The definition has definitely changed in the past 10 years and entails much more of a connection between the public and the company. In the past, PR was about talking to the media, getting press clippings, and sending our press releases that no one but the media saw. Today, PR is much more like marketing, and that can be attributed to the changes the Internet has created for business worldwide.

Marketing entails, well, marketing, or your company. PR is about getting others to talk about your company. But, when you can submit your press release and post to your blog directly without having to contact the media, how to define that? It's a line that is becoming more and more blurred. Some would call that marketing, others would call it PR since it involves press releases. A blog is a social media tool, which again, some people would consider to be a marketing venture and others, PR.

To avoid picking sides, I'll say that it is all a part of PR. You are putting yourself out to the online world and connecting with your buyers, making "Public Relations" public again. Your blog and other social media tools help to craft your image online; they also help to make it easier for others to talk about you online and to share your content.

The only real way to define PR is to define advertising, which is the actual purchasing of space online, space in publications, etc. PR involves getting that space for free.

If someone came to you and said, "I want to do PR for a career" what are some characteristics you would tell them are necessary? Why?

Excellent writing skills. (Or at least a network of great writers that can help you learn to write, edit your work in the beginning, and assist you in your career journey.) Writing is such a large component of PR; a press release, a blog post, a speech, these are all writing based. Everything one does in PR involves writing, so the PR professional must be very good at this task. The reputation and brand of the company or client the PR professional represents depends on this writing being good.

Personable. You need to connect with the public, media, and your buyers.

Attentive. To detail, emotions, and one's overall surroundings.

Understanding. This goes hand in hand with the above; don't push a customer, understand their needs and needs of the media when you are talking to them, and be understanding of the way the company you work for or represents affects the community at large.

Common sense. This is necessary in all aspects of business, but even more so in PR. The PR professional is the face of the company, or in other cases the "behind-the-scenes" worker helping to mold the face of the company to prepare for a speech, press conference, interview, etc. PR professionals need to watch what they say and how they say, and know that all eyes are on them and the executives they help.

Do you see any similarities between the PR and journalism fields? If not, what do you see as the main differences?

Yes; they both involve a great amount of writing. The main difference: journalists are writing on companies whereas PR is getting those journalists to write about their company/client.

How would you respond to people who say that PR has an agenda involved?

PR is agenda orientated, at least it should be; why would a company create a PR plan without an agenda? That's philanthropy. PR is meant to advance a company and connect with the public, which is a pretty good agenda to me. It being controversial is a bit silly, as most companies do it for the recognition. Where companies can differentiate themselves is by doing things to create PR without the intent of creating PR. That's a fine line, too, though.

While there ought to be other reasons to partake in PR than profits or sales, that is the overall end results companies are looking for when they embark on any PR campaign or venture.

What measures (if any) do you use to determine whether a PR campaign is successful?

I'll answer this with a blog post I did not too long ago that can be applied to evaluating the ROI on any PR activity.

Google Analytics. This free tool can help you track traffic, traffic sources, and keyword statistics. This is crucial to your understanding of what is and what is not working online. You can determine if your efforts are paying off by seeing if your press releases, networking with other bloggers and getting them to link to your site, and participating on Twitter and Facebook are bringing traffic to your blog or website. Though this is the most frequently used tactic to measure the ROI of social networking efforts, there are other methods.

Measuring traffic is an important way to measure ROI, but another method not used as frequently is to measure "soft metrics" that includes participation on your blog or forum, engagement with your online profiles/ social networking sites, and WOM (word of mouth). This is part of an active PR plan that monitors your online brand.

Try searching for your blog, website, or company in Google. How are you faring? Having great content that changes and is linked to by other sites can increase your search engine rankings, which can result in more traffic. If they are not ranking highly, give it some time; seeing results and being able to determine any ROI takes patience. The Internet, though instantaneous in many ways, has a bit of a delay when it comes to seeing your page rank (from Google), Alexa rating, and search result appearances. Know that creating great content and utilizing the right tools is the best way to ensure your website's success.

Conduct research and simply ask your customers what they think. This can help you to really pinpoint what your customers are feeling and what areas you can improve upon.

Lastly, and perhaps in a more trivial manner, measure your followers on Twitter, Facebook, and now foursquare; for a brick and mortar company, foursquare can be a great way to measure your ROI and PR effectiveness.

What are advantages of working in the PR field today?

The Internet makes PR a more accessible field to work in, meaning that more and more people can learn and work their way up that learning curve to advance their experience and knowledge. In the past, you had to work hard to foster relationships with just the media; now, you are working to foster relationships with the media, your buyers directly, and others in your industry to help advance your PR efforts.

What are some disadvantages or challenges of working in the field?

Along the same lines, there is now more to do as a PR professional; there are more places where that PR person needs to be spending their time because the Internet has opened new avenues and opportunities for PR to be done internally, by the company, and without the help of media. That isn't to say that media is unimportant, however; they are. There's still a lot of value to having something like an article in the New York Times or the Wall Street Journal.

Where do you see the field of PR going in the future? How do you think it will change or stay the same?

I'm not really sure; I think marketing and PR will continue to merge, and more and more companies are going to jump on the PR and social media bandwagons because it is so easy to implement. That ease doesn't solidify their ability to maintain it, as we've seen in blogging and other social media platforms, but getting things started is easier than ever because you don't need a PR boutique/firm to do it for you; you can bypass the media, connecting with your buyers directly.

Moreover, you can have a two-way conversation with your buyers, which is something new and very valuable. I'm sure there are many changes coming, and the younger generations are going to help shape that for sure. Preferences are changing and so are peoples' views of the world; this will definitely help to shape the way PR is done.

Text 2. What Does PR Stand For?

I. Read the text and comment.

PR does indeed stand for Public Relations. (Others may say it stands for "Press Release", or "Puerto Rico", but that just complicates things.) For the purposes of this blog, PR will stand for "Public Relations".

"PR" can stand for more than just the two-word phrase of "Public Relations". It can stand for the preservation of a brand, public image, or company name. It can also stand for the work a company does for the community, or the work it does for itself. It can represent the flow of information from a company to the public, employees, and the media.

Companies seem to give "PR" their own definition, often times doing things improperly or ineffectively. For example, spamming journalists with press releases without first determining if the journalist would benefit from the press release or even find any interest in it. Another way a company can do things improperly is by underestimating the power of PR. Public Relations can be a more effective, both in costs and outcomes, than advertising ever had the potential to be.

For instance, public relations can create interaction, conversations, and collaboration between companies and their consumers. Opposed to advertising, which

is a scream for viewers' attention, public relations can get a company more involved and make a two-way line of communication between companies and consumers. As such, consumer confidence, trust, and understanding of a company may increase, encouraging them to close the sale. Furthermore, companies can get publicity from sources other than the media (which include reporters, news shows, etc.). The Internet has made it possible to share content with consumers directly, rather than going through a media vehicle.

So while PR may not be understood, and marketing/ advertising thought to be the only way to get sales, consumers, or any sort of reach, it is a great resource for exposure. Utilize all the tools that PR has to offer, and try not to underestimate its power; it can do wonders for a company.

Text 3. What is the role of PR?

I. Read the text and ask problem questions.

Public Relations has many roles within a business, but the most important may be that it serves as an outlet and tool for shaping an image, whether it be for a company or an individual. The most important thing to remember about public relations is that it is not advertising. Though PR may have a similar outcome or influence on the company as advertising, PR is less biased and self-serving. It is information based, stating facts like a new product release, a recall has been put into effect, or that a new CEO has been brought into the company.

There are many benefits that an effective public relations plan can bring to a company, and while reading a book on public relations titled "Strategic Public Relations: 10 Principles to Harness the Power of PR", I came across a wonderful list of things that PR can do. Though some of these are ideas learned from other books, classes, and research, this list is compiled well and encompasses a lot of the key things that should be stressed when telling the benefits of PR.

- Things PR can do for your company, firm, or self include the ability to:
- Grow Your Brand
- Heighten Demand of Your Product or Service
- Expand Your Customer Pool
- Establish Trust for the Company and its Products
- Form a Position of Leadership for the Company
- Change the Way Your Product is Perceived
- Generate Awareness for Your Products or Services
- Improve Employee Moral and Draw Top Quality Talent to Your Company
- Enhance the Perceived Value of Your Company
- Make Socially Responsible a Key Characteristic of Your Company

Though most of the terms are self-explanatory, the only one that may have a need for further explanation might be the fourth term, "Form a Position of Leadership for the Company". I think this is an important benefit and aspect of what PR can do for a company, and maybe one that seems a little out of reach for most companies. This is simply the idea that PR can help to push your company into the front position

of your industry. An example the authors used was Starbucks, who spent less than 10 million dollars in advertising in their first 10 years of business, and with a powerful PR People tend to trust public relations more than advertising. Advertising seems more scripted (pun intended), which it often is. Public relations feels more credible; much of what comes from public relations comes from an external source, outside of the company itself. It also seems to be more effective than advertising, and perhaps largely due to the aforementioned characteristic. Advertising comes from the company and is used entirely to further business.

Public relations can also help create relationships between the community and your company, including the government, schools, and other non-profit organizations. It can also help you become more aware (or maybe just more informed) of your surroundings due to constant studying of the market required to tailor things such as press releases or press campaigns for the right audience.

Though perceived as an alternative to advertising, public relations really ought to be considered more important to a firm and its success. From the benefits listed above, public relations might need a larger role in the business.

Text 4. Societal functions of Public Relations

I. Study the following information and ask all possible questions.

Public Relations has two main societal functions: Social Responsibility and Community Relations. Social Responsibility consists of the actions of companies doing good for the community based on a responsibility to the people, animals, and resources that make up that community. This includes the company being involved in the community, helping the environment, and creating good will for the company.

Community Relations is keeping society up-to-date with its community. Society is comprised of companies and organizations, and from the outside they show (on a macro level, and as a sort of sample) what some of our most influential and powerful people are up to. So in a sense, public relations is also shaped by society, as the people behind the PR are influenced by the society around them.

Furthermore, it could be said that Public Relations serves as an example, both good and bad, and helps society to shape and define these terms (good and bad), functioning as a sort of reference of morality. With so many examples of morality (or the lack thereof) readily and easily available, the public is undoubtedly influenced by the actions of corporations, large or small. When companies emerge and their story is broadcast around the world, people have to wonder what sort of morals are being followed and what sort of a law of ethics is present.

In contrast to Enron and individuals such as Bernake, public relations can also show the good that companies and the people in them can do for others, the planet, the environment, or just for the greater good of humanity. Since PR is an unbiased news resource as to what the company is up to, the public is given a great glimpse as to what is actually taking place. Advertising, on the other hand, shows what the company wants us to think, know, and believe.

While Public Relations serves society as a resources for consumers, it can also be a source of good for the community and other companies.

Text 5. 10 Public Relations Career Tips: How to Get an Internship

I. Retell and discuss the following text.

Getting an internship can be an important part of any career's beginning. It is a way to show future and prospective employers that you're dedicated to working and dedicated to the industry you are interested in working in, and it can show that you are able to balance school, life, and work together well. An internship can be a great introduction to the business world and a great place to meet mentors. (I personally have met two wonderful mentors through internships who have in turn developed into friends that I can turn to for help on matters personal and professional.) You will also gain invaluable experience as a student where you can make mistakes and perhaps even learn from others' mistakes.

There are a few ways to get yourself prepared and tips to finding an internship that is a fit for you and one that you are fit for. Some can include the following:

- Create a personal marketing plan. This should involve some things that go into a normal business plan, like your own S.W.O.T. analysis where you can analyze your internal and external strengths and weaknesses. Here, you can set a budget for your job searches, really define what you want to do with your degree or for your career, and how to get there. This is a great place to set goals and map steps to achieving those goals.

- Get business cards. These are great tools to use at networking events and job fairs, and they serve as a quicker, smaller version of your resume so that people can get in touch with you. (Carry your resume with you at these networking events too, but know that business cards are an effective way to get your name and contact information in the hands of professionals.) Print your business cards on a paper or matte material so that the professionals you meet can take notes on your card once they've met you; this can help them to remember you and the conversation you had.

- Create your social media profiles. In particular, create a LinkedIn account. This is a way for employers to see your history, your connections, and places you're involved online. Remember that it is a representation of yourself online so keep it professional. LinkedIn takes minutes to create, and you can even upload your resume, saving you lots of time in the profile-creating process. Use this as a tool to get connected and stay connected with people you may meet at networking events, in classes, or through other connections. Join groups there, too, to get connected to other professionals using LinkedIn. (For PR students and those looking to intern in the PR industry, there's even a PR Intern group.) Even if you do not advertise your Facebook or MySpace accounts, know that you can be evaluated there too, so use professional images, copy, and content.

- Attend networking events. These can be through school fraternities or groups or through larger organizations like the PRSA (Public Relations Society of America) or the AMA (American Marketing Association). For students, prices are lowered to ensure that you can attend, so take advantage of these associations and their events! They are put on to help you as new entrants in the industry and to help companies fuel their companies with new perspectives. Be sure to keep in touch with the people you meet there, as you may have made a good impression.

- Go to career fairs. Even early in your college years, go to these fairs (which are usually cheap to attend) and see what sort of businesses attend and to see if a graduate school is for you. This is great practice for speaking with professionals, getting your information out there, and for finding internships that may be of interest to you.

- Practice, practice, practice. Though this has probably been engrained in every graduate's mind, there is a lot to be said for someone who practices. Preparing and running through questions you may be asked in an interview can create a great advantage over others looking for internships or jobs. Practice may not make perfect, but it can surely improve your answers, speech, and comfort level in the interview. Go to your career center on campus (if you are still in school) and look at their list of commonly asked interview questions, sign-up for a mock interview, and ask them for pointers.

- Dress the part. Even if you are interviewing over the phone, dressing well can make you feel more professional and get you in 'work mode'. Working from home can be dangerous if you are not in the right mind set, too, so go about your days normally as if you were going in to a business to interview or work. This will help motivate you to be more productive. Remember to dress well (business casual) for an interview, at career fairs, and at networking events. You are allowed to ask the representative from the company you are communicating with what the office attire or dress code is; this will show that you are a forward thinker, and that you are preparing yourself. Though appearances are not the end-all, be-all of your success as an employee, it is easier to see your work and your personality when not distracted by worn or overly casual clothing.

- Revamp your resume and write a cover letter. Though cover letters may not even be read, they are a great tool to reiterate your interest in the position, company, and career. It is also an opportunity to take what your resume says and make it relevant to the advertised position. Take the time to figure out whom to send the resume and cover letter to, as this can show your attention to detail and your ability to do some light homework.

- Act professionally. Some personalities are a better fit with others, and while you cannot control how your personality is received by people you can act professionally and respectfully to ensure that you put your best foot forward. First impressions are often times difficult to overcome, and with people interviewing dozens (if not more) of candidates, it is vital to your success that you act like a mature professional, even after you get the internship.

- Do your research. And then do some more. Internships and jobs don't usually come out of nowhere, and more often than not they are a result of your networking efforts and the connections you've made. Keep your eyes on job boards at school, LinkedIn, and even Craigslist. Apply to those that you find interesting and personalize your cover letters.

Remember that it will take time to find an internship that suits you, but know that your investments in time, your appearance, and your efforts will undoubtedly help you to find one.

Text 6. What do public relations professionals do?

I. *Learn the material about public relations professionals.*

Though the job tasks will vary within each public relations profession there are a few things that each professional in the public relations industry can and might be asked to do.

First, the role of the PR professional is to be the spokesperson and advocate for the brand, product, company, or firm, and ultimately help to keep an image that is favorable. They are the contact and relationship holder for the public, as the title suggests. Keeping a favorable image does not, however, entail being dishonest or deceitful about the firm or company being represented. This position requires honesty, commitment, and integrity.

Some tasks that a public relations specialist may have to carry out include the writing of press releases, web content, and interview scripts (which could, for example, be used in light of a new product release so that not too much is revealed or that the correct information is reported, etc.). It may also include being interviewed themselves by the media or other companies. Additionally, the PR specialist relays the benefits of public relations to the rest of the company and its key stakeholders. Without this sort of advocate for public relations, PR may not be viewed as an equally important company mix as advertising is, when in reality it is of the same if not of more importance than advertising, and can cost dramatically less. On top of that, they keep the rest of the company involved and up-to-date with the company's news, as well as what can be said if they are asked about a new product or rumor.

Furthermore, the public relations specialist will need to make constant correspondence with the media, including journalists, reporters, writers of blogs or websites, and people who manage podcasts or videocasts. This requires great communication and a very personable individual. It also requires patience, the ability to learn and listen, as well as common sense and conscientiousness.

Text 7. Some Typical PR Jobs

I.. *Learn to speak about PR jobs*

Although the PR industry has a lot to offer in jobs and careers, this article will address a few typical jobs that can be found within the industry.

Public Relations Specialist: This position usually requires a 4 year degree, preferably a BBA or BBS degree in an area dealing with Marketing, Communications, Journalism, and behavioral sciences, or field closely related. Excellent writing skills are required, as well as a range of 0-4 years of experience, depending upon the hiring company. The position calls for an individual who will be able to effectively incorporate marketing and public relations to better handle marketing and PR campaigns and advertising. In order to promote the company favorably and to create an ideal company image, the PR Specialist will do a variety of tasks, from compiling publications and other works to generating and retaining relationships with customers, media outlets, and retailers.

Public Relations Manager: This position also requires a BA degree, also preferably in Communications, Journalism, or Public Relations. Excellent writing

skills are also required, as well as the ability to meet deadlines and work under stress. (As is required in many, many jobs.) 3-5 years experience is also required. The main tasks this job entails monitoring press coverage, developing and managing relationships, and working towards increasing visibility of company brand.

Public Relations Supervisor: This position too looks for a BA or BS degree or equivalent in Journalism, Marketing, or Public Relations. 4+ years of experience are typically required, as well as some industry experience. Writing and communication skills must be exceptional, and one must be driven and hard working. Some of the job's tasks include overseeing, coaching, and mentoring junior-level team members, providing client feedback to team members, analyzing results and reports to evaluate program effectiveness, and assisting in the preparation of client billing and overseeing administration and budget. Tasks also include gaining outside exposure, enhancing company credibility and visibility through print and other forms of media, as well as implementing other public relations strategies. This job requires that you work well with others and under pressure.

Text 8. 10 Steps to Creating a Successful Public Relations Plan

I. Study the following information and discuss the problems mentioned in it.

Creating a public relations plan takes time, knowledge, and understanding of your company or client needs and wants. Here are some steps to ensure you capture those wants and needs in the plan creation process and that you create a plan that is relevant and useful to your company or client.

Know your company's or client's current situation. This is essential to knowing where the company now stands, where the company is able to go, what the company's market/industry looks like, and what direction the company is headed. This helps to put things in perspective.

Know your resources. This can be a part of the first step, as it is a part of the situational analysis needed to understand where your company or client currently stands. This can help you better build your tactics and strategies while considering the budget, time, and other resource limitations the company or client may have.

Know your objectives and goals. Also essential to the PR plan having success, you must know where the company hopes to go. Like driving with no directions, a PR plan with no goals or objectives is an aimless action with no knowledge of what could come, or even what results are desired. Be sure that the PR plan's objectives are in line with the rest of the company's overall objectives, and ensure that they are clear to all involved.

Know and define your target audience(s). This means that you've defined your target buyer audiences and target media audiences. Each audience will need a different message and a different approach. Knowing these audiences will help you to frame your strategies and tactics so that you can effectively reach the people you hope to reach.

List messages and strategies you will use to reach the target audiences you defined. These should be in line with the goals and objectives listed earlier; if they are not, the plan is already off to a somewhat bad start. Know that your strategies and

messages also need happening that needs to be addressed.

SUPPLEMENTARY READING

Define the tactics you will use to make the strategies you've listed a reality. These tactics will take the messages and strategies listed and make them happen. If, for example, a strategy is to enhance a company's brand awareness, tactics could include community outreach, social media use, press conferences, etc. There first needs to be a strategy defined before tactics can be addressed and assigned to a message.

Create a time-line for implementation. This needs to be realistic but also challenging. Remember that there should be no lapses in the PR plan where press releases are being sent out, events are taking place, or media are being engaged.

There needs to be constant reminder to the public that the company is alive and well, and that can be done with constant information being sent out.

Delegate obligations and responsibilities to your team or your client's team to ensure all parts of the PR plan are completed. This helps to ensure that everyone is on board and that everyone knows their own responsibilities and duties. This is crucial to seeing the PR plan come to fruition. This step should be done with everyone involved so that no one feels over-burdened, left out, or given too much responsibility. This can also help to give everyone the feeling of responsibility since the plan was created with everyone together and not just one person's say.

Create measurements of results/ success. To know if your plan is effective, create measurements and benchmarks for the tactics you implement. This is a place for the PR team to gauge the success of the plan and to see if goals were realistic. Creating measurements can also help to show what could have been done with the expertise and estimations of a PR firm or team.

Review the plan after implementation and conclusion of the plan. This is the time when all who helped to create and carry-out the plan can come together and share their thoughts on what went well, what didn't go so well, and what could be done differently in the future. This needs to be done to ensure that future plans have a chance of being successful. This step can help to encourage group members to continue working for the company's success by giving everyone a chance to talk and contribute to the next planning.

The key to remember when creating a PR plan is that all plans are going to be unique and different for each company, and even within the same company, they will be different for each plan objective/goal. Do your homework before creating a plan, and be sure that you work closely with the company or client to make the plan a success.

Text 9. How To Do a Webinar

I. *Share your opinions of different kinds of seminars. Make use of the following text.*

The term "webinar" is somewhat self-explanatory: a web-based seminar. (Like "blog", "web log".) Despite their somewhat easy to decode name, webinars are a little more difficult to understand and master.

Don't get me wrong though; webinars are great tools for many reasons. Similar to podcasts, a webinar feels a little more personal and can really get viewers involved in a dialogue with the webinar providers or with others who watched the webinar. The ability to interact back and forth is the real value of a webinar, whereas videos, webcasts, and podcasts are one way transfers of information. Even though webinars have this ability to be interactive, most times they are still one-way conversations.

Usually a webinar is comprised of some sort of workshop or lecture that is (at times) useful to the viewers. (Sometimes, as with a lot of content found on the Internet, webinars are completely useless.) To provide a useful webinar, think about your target audience and what it is they are interested in. Are they interested in learning how to write a press release, or how to avoid a public relations crisis? Share that information with them, if you know it. This is a great way to get others to ask questions, keeping the conversation alive and interesting.

Webinars involve some sort of audio, video, or presentation from PowerPoint or other program, and is often used by companies to showcase the benefits of products and the problems that product can solve. I think the most value from a webinar can be the complete lack of advertising done therein. Rather than advertise a product, why not offer some useful content, tips, and advice to participants/viewers? You are sure to garner more followers, participants, and customers that way. Advertising will only work so well, and since we (consumers) are inundated with advertising day in and day out, we may not be prone to participate in a webinar about a product. Instead, offer a webinar on how to capture audiences and you may reach a wider array of customers (so long as your product is somewhat related).

Try to offer something valuable for free. This is a great way to instill trust, and shows customers that you are not simply there for their business. A webinar can be a great place to share information, tutorials, and create an interactive place for people.

GRAMMAR REFERENCES
ENGLISH TENSES (ACTIVE VOICE)

	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	<div>verb</div> <p>I/You/we/they ask He/she/it asks</p> <p>*Repeated, customary action. <i>usually/generally</i> <i>always/never</i> <i>often/seldom</i> <i>sometimes</i></p> <p>*Fact *Future action (to a timetable, schedule)</p>	<div>be + -ing</div> <p>am is asking are</p> <p>*Action (process) going on at the present moment. <i>now, at present,</i> <i>at the moment</i></p> <p>*Future action planned before</p>	<div>have + III form</div> <p>have asked has</p> <p>*Completed action connected with the present; result. <i>already/yet</i> <i>ever/never</i> <i>lately/recently</i> <i>this week/today</i> <i>by now</i></p>	<div>have been + -ing</div> <p>have been asking has</p> <p>*Action (process) which began in the past and is still going on now. <i>for a month</i> <i>a long time</i> <i>since 5 o'clock</i> <i>how long</i> <i>since when</i></p>
PAST	<p>asked took</p> <p>*Action (succession of actions) in the past. <i>yesterday</i> <i>last week</i> <i>3 days ago</i></p>	<p>was asking were</p> <p>*Action (process) taking place at a given moment in the past. <i>at 5 yesterday</i> <i>from 5 to 6 yesterday</i> <i>for 3 days last week</i> <i>all day long</i> <i>the whole day</i> <i>when he came</i></p>	<p>had asked</p> <p>* Action completed before a certain moment in the past <i>by 5 o'clock yesterday</i> <i>before he came</i> <i>by the end of last year</i></p> <p>*At sequence of tenses.</p>	<p>had been asking</p> <p>*Action (process) which began before a definite moment in the past and was still going at the moment. <i>He had been working</i> <i>for 2 hours, when my</i> <i>brother came.</i></p>
FUTURE	<p>will ask</p> <p>*Future action. <i>tomorrow</i> <i>next week</i> <i>in 3 days</i> <i>in 2037</i></p>	<p>will be asking</p> <p>*Action (process) taking place at a given moment in the future. <i>at 5 tomorrow</i> <i>from 5 to 6 tomorrow</i> <i>for 3 days next week</i> <i>all day long tomorrow</i> <i>when he comes</i></p>	<p>will have asked</p> <p>*Action completed before a definite moment in the future. <i>by 5 o'clock tomorrow</i> <i>when he comes</i> <i>by next summer</i></p>	<p>will have been asking</p> <p>*Action (process) which will begin before a definite moment in the future and will be going on at that moment. <i>When you come, I'll</i> <i>have been working for</i> <i>2 hours.</i></p>

ENGLISH TENSES (PASSIVE VOICE)

	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	<div>to be + III form</div> <p>*Customary action</p> <p><i>He <u>is answered</u> the questions every day.</i></p>	<div>to be being + III form</div> <p>*Action (process) taking place at a given moment in the past.</p> <p><i>The cake <u>is being cooked</u> now.</i></p>	<div>to have been + III form</div> <p>*Completed action connected with the present.</p> <p><i>The work <u>has been done</u> today.</i></p>
PAST	<p>*Action (succession of actions) in the past.</p> <p><i>He <u>was answered</u> the questions yesterday.</i> <i>They <u>were taken</u> home yesterday.</i></p>	<p>*Action (process) taking place at a given moment in the past.</p> <p><i>The cake <u>was being cooked</u> the whole evening.</i></p>	<p>* Action completed before a certain moment in the past</p> <p><i>He said his car <u>had been bought</u> yesterday.</i> <i>The work <u>had been done</u> by 5 pm yesterday.</i></p>
FUTURE	<p>*Future action</p> <p><i>I <u>will be taken</u> there tomorrow.</i></p>		<p>*Action completed before a definite moment in the future.</p> <p><i>The work <u>will have been done</u> by 5 pm tomorrow.</i></p>
FUTURE-in-the PAST	<p><i>He said that I <u>would be taken</u> there the next day.</i></p>		<p><i>He said that the work <u>would have been done</u> by 5 pm the next day.</i></p>

ИМЯ ЧИСЛИТЕЛЬНОЕ (THE NUMERAL).

Образование количественных и порядковых числительных

В английском языке, так же как и в русском числительные делятся на количественные числительные (Cardinal Numerals) и порядковые числительные (Ordinal Numerals).

	Количественные	Порядковые
1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	a (one) hundred	a (one) hundredth
101	a (one) hundred and one	a (one) hundred and first
102	a (one) hundred and two	a (one) hundred and second
200	two hundred	two hundredth
253	two hundred and fifty-three	two hundred and fifty-third
1,000	a (one) thousand	a (one) thousandth

1,001	a (one) thousand and one	a (one) thousand and first
2,250	two thousand two hundred and fifty	two thousand two hundred and fiftieth
3,000	three thousand	three thousandth
100,000	a (one) hundred thousand	a (one) hundred thousandth
1,000,000	a (one) million	a (one) millionth
2,000,000	two million	two millionth

Образование количественных числительных:

1. Количественные числительные от 13 до 19 включительно образуются прибавлением суффикса **-teen** к соответствующим названиям единиц первого десятка: *four-fourteen, seven-seventeen*.

Примечание. Числительные с суффиксом **-teen** имеют два ударения ('four'teen, 'fifteen и т. д.), причём ударение на последнем слоге сильнее, чем на первом. Когда эти числительные употребляются с существительными, ударение падает на первый слог, а второй слог становится неударным: 'fourteen 'pens, 'fifteen 'pencils.

2. Названия количественных числительных, обозначающих десятки, образуются добавлением суффикса **-ty** к названиям единиц: *six-sixty, seven-seventy*.

Некоторые числительные образуются со следующими отклонениями от общего правила:

two-twelve-twenty

three-thirteen-thirty

five—fifteen—fifty

eight—eighteen—eighty

Числительное *forty* отличается в написании от *four, fourteen*.

3. Десятки с единицами образуются таким же способом, как и в русском языке: 22 *twenty-two*; 48 *forty-eight*

4. При обозначении количественных числительных разряды многозначных чисел разделяются запятой: 7,000 5,550,000.

5. Между сотнями (или тысячами и миллионами) следующими за ними десятками (или единицами, если нет десятков) в любом разряде всегда ставится союз **and**:

246 two hundred and forty-six

206 two hundred and six

5,050 five thousand and fifty

5,005 five thousand and five

3,525,250 three million five hundred and twenty-five thousand two hundred and fifty

6. Числительные **100; 1,000; 1,000,000** употребляют с неопределённым артиклем **a** или с числительным **one**

100 a hundred \ one hundred

1,002 a thousand and two \ one thousand and two

7. Числительные **hundred, thousand, million** не принимают окончания **-s** во множественном числе:

three hundred

four thousand

five million

3,005,240 three million five thousand two hundred and forty

Примечание. Числительные **hundred, thousand** и **million** переходят в разряд существительных и принимают окончание если они употребляются для обозначения неопределенного количества сотен, тысяч или миллионов. В этом случае за ними следует существительное с предлогом **of**.

Thousands of workers were streaming out of the plants. -- Тысячи рабочих потоками выходили из заводов.

8. Существительное, которое следует за числительным употребляется без предлога и соответствует в русском языке существительному в родительном падеже:

three thousand books – три тысячи книг

ten students – десять студентов

Образование порядковых числительных:

I. Порядковые числительные образуются прибавлением суффикса **-th** к количественным числительным:

four—fourth thirteen—thirteenth seven—seventh fifteen—fifteenth

Образование трех первых числительных составляет исключение из этого правила:

one—first two—second three—third

При образовании порядковых числительных *fifth пятый* и *twelfth двенадцатый* буква *v* в названиях количественных числительных (*five, twelve*) меняется на *f* и опускается буква *e*; в числительном *eight* выпадает буква *t*, а в числительном *nine* опускается буква *e*:

five -fifth twelve—twelfth eight—eighth nine—ninth

При образовании порядковых числительных, обозначающих десятки, начиная с 20, конечная буква *y* меняется на *i* и добавляется *e* перед суффиксом **-th** для обозначения дополнительного звука [i]:

twenty—twentieth thirty—thirtieth

2. При образовании составных порядковых числительных, состоящих из двух или более чисел, только последнее число приобретает форму порядкового числительного, а предшествующие числа выражаются количественными числительными, так же как и в русском языке:

twenty-third —двадцать третий **five hundred and eighty-seventh** —пятьсот восемьдесят седьмой.

Имена существительные, определяемые порядковым числительным, употребляются с определенным артиклем. Артикль сохраняется перед порядковым числительным, если даже существительное не выражено, а лицо подразумевается.

The first law of motion has the idea of motion and the idea of force. -- Первый закон движения содержит понятие движения и понятие силы.

The second basket was the same size as the first. -- Вторая корзина была такого же размера, как и первая.

Примечание. Употребление неопределенного артикля с порядковым именем числительным придает порядковому числительному дополнительное значение, соответствующее русскому *еще один*:

Under certain circumstances, a second electron may enter the outer orbit --
При некоторых обстоятельствах второй (еще один) электрон может войти во внешнюю орбиту.

ДРОБНЫЕ И СМЕШАННЫЕ ВЕЛИЧИНЫ

Простые дроби выражаются посредством количественных числительных в числителе и порядковых в знаменателе:

1/3 a (one) third

1/5 a (one) fifth

1/6 a (one) sixth

1/100 a (one) hundredth

Дробные величины 1/2 и 1/4 передаются особыми словами: **a (one) half (1/2), a (one) quarter (1/4).**

Примечание. Если имени существительному предшествует слово **half**, то артикль ставится непосредственно перед существительным:

half a kilometre полкилометра

half an hour полчаса

half the distance половина расстояния.

Но:

a kilometre and a half полтора километра

an hour and a half полтора часа.

Если в числителе стоит число более единицы, то к слову, обозначающему знаменатель, прибавляется окончание **-s**:

2/3 two thirds

4/9 four ninths

3/5 three fifths

9/10 nine tenths

Существительное, которое следует за дробным числительным, стоит в единственном числе:

5/8 inch -- 5/8 дюйма (читается: five eighths of an inch);

3/5 foot -- 3/5 фута (читается: three fifths of a foot).

Существительное, которое следует за смешанным числом, стоит во множественном числе:

2 1/4 metres 2 1/4 метра (читается: two and a quarter metres или two metres and a quarter).

Десятичные дроби отделяются от целого числа точкой, а не запятой, как в русском языке: 1.34; 0.8 (или .8).

Десятичные дроби читаются следующим образом:

0.8 или .8 point eight (точка восемь) или nought point eight (ноль точка восемь) или o [ou] point eight (ноль точка восемь)

0.006 point nought nought six или nought point two oes [ouz] six или o [ou] point two oes six

1.02 one point nought two или one point o [ou] two

4.25 four point twenty-five или four point two five

Существительное, которое следует за десятичной дробью, стоит в единственном числе, если в дробном количестве нет целых единиц, и во множественном числе, если в дробном количестве есть целые единицы:

0.5 centimetre читается: nought point five of a centimetre 5.2 centimetres читается: five point two centimetres.

Примечание. При чтении десятичных дробей между числительным, обозначающим целое число, и словом point делается короткая пауза.

КОЛИЧЕСТВЕННЫЕ и ПОРЯДКОВЫЕ ЧИСЛИТЕЛЬНЫЕ в ДАТАХ

1. Обычно дату читают в виде двух двузначных чисел, соответствующих двум первым и двум последним цифрам. Например, "1855 год" произносится как "*eighteen fifty-five*", а 1147 - как "*eleven forty-seven*". Если в дате есть нули, то она произносится так: 1900- "*nineteen hundred*" (варианты: "*nineteen oo*", "*nineteen zero-zero*"); 1905 - "*nineteen o (или zero) five*".

Т.е., при чтении четырехзначных чисел, обозначающих годы, сначала читаются две первые цифры, а затем две последние:

1992 - nineteen ninety – two

1853 - eighteen fifty – three

Даты с 2000 года по 2010 читаются немного по-другому (например: 2005 – "*two thousand (and) five*"), а начиная с 2011 – уже "как положено", в виде двух двузначных чисел (например, 2013 – "*twenty thirteen*").

2000 – two thousand

2015 – twenty fifteen

2. Даты пишутся так: 2nd Jan., или Jan. 2nd., или 2.1. - и читаются: the second of January или January the second.

Часто указывается также и год. Пишется: May 15th, 1943 или 15.5.43.

Читается: *May the fifteenth nineteen forty - three.*

В письмах обычно названия следующих месяцев пишутся сокращённо:

January - Jan.

September - Sept.

February - Feb.

October - Oct.

March - Mar.

November - Nov.

April - Apr.

December - Dec.

August - Aug.

3. Американцы пишут даты по - другому. Они вначале указывают месяц, а затем число: **15th of May - 5.15.**

Так, *the fifteenth of May nineteen forty-three* в американском варианте будет **5.15.43.**

4. Когда необходимо указать в дате день недели, то пишется так: *Monday, 9th November.*

Таким образом, обычно записывается число на классной доске и в тетради, а читается так: *Today is Monday, November the ninth (или the ninth of November.*

APPENDIX I
IRREGULAR VERBS

Infinitive	Past Indefinite	Past Participle	Translation
arise	arose	arisen	возникать, появляться
awake	awoke / awaked	awoke / awaked	будить; просыпаться
be	was / were	been	быть
bear	bore	born(e)	носить, выносить
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать, -ся
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
broadcast	broadcast	broadcast	передавать по радио (телевидению)
build	built	built	строить
burn	burnt	burnt	гореть, жечь
buy	bought	bought	покупать
catch	caught	caught	ловить, схватывать
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
do	did	done	делать
draw	drew	drawn	тащить; рисовать; вы- водить (заклучение)
drink	drank	drunk	пить
drive	drove	driven	гнать; везти; ехать
eat	ate	eaten	есть (принимать пищу)
fall	fell	fallen	падать
feel	felt	felt	чувствовать
flee	fled	fled	бежать, спастись бег- ством
fight	fought	fought	бороться, сражаться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать, заморажи- вать
get	got	got	получать; становиться
give	gave	given	давать
go	went	gone	идти, ехать

grow	grew	grown	расти, выращивать
hang	hung	hung	висеть, вешать
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hid / hidden	прятать
hit	hit	hit	ударять; поражать
hold	held	held	держат
hurt	hurt	hurt	повредить, ушибать
keep	kept	kept	держат, хранить
know	knew	known	знать
lay	laid	laid	класть
lead	led	led	вести
learn	learnt / learned	learnt / learned	учиться
leave	left	left	оставлять, уезжать
lie	lay	lain	лежать
light	lit / lighted	lit / lighted	зажигать, освещать
lose	lost	lost	терять
make	made	made	делать; заставлять
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	ездить верхом
ring	rang	rung	звонить; звенеть
rise	rose	risen	подниматься
run	ran	run	бежать
say	said	said	говорить, сказать
see	saw	seen	видеть
seek	sought	sought	искать, разыскивать; стараться
sell	sold	sold	продавать
send	sent	sent	посылать
shine	shone	shone	сиять, светить
show	showed	shown	показывать
shut	shut	shut	закрывать
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить
speed	sped	sped	спешить; ускорять
stand	stood	stood	стоять
string	strung	strung	привязывать
sweep	swept	swept	мести
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	обучать, учить

tell	told	told	рассказывать
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать
wake	woke / waked	woken / waked	будить; просыпаться
wear	wore	worn	носить
win	won	won	выигрывать
write	wrote	written	писать

LITERATURE

1. Ashley Wirthlin. The Public Relations Book. 2011, 73 p.
2. Atlantic Journal of Communication, 2009 Copyright © Taylor & Francis Group, LLC ISSN.
3. James E. Grunig, and Larissa A. Grunig, "Towards a theory of the public relations behaviour of organisations: Review of program of research", Public Relations Research Annual, Volume 1, Lawrence Erlbaum Associates, 1989, pp. 27-63.
4. Alix, E.K. *Sociology: An everyday life approach*. Minneapolis, MN: West Publishing, 1995.
5. "Types of Public Relations." Boundless Business. Boundless, 21 Jul. 2015.
6. Alison Theaker. The Public Relations. Handbook. Routledge. London and New York. 2004.
7. James W. Vander Zanden. Sociology. The Core. Second edition / James W. Vander Zanden. – Ohio State University, 1990.
8. Raymond Murphy. English Grammar in Use. Fourth edition. Cambridge University Press 2012.
9. Martin Hewings. Advanced Grammar in Use. Second edition. Cambridge University Press 2012.
10. English-Russian/ Russian-English Dictionary. V.K. Muller. Москва, - ЭКМО, 2012.

Electronic resources

- 1) <http://www.shrm.org/hrdisciplines/employeerelations/articles/pages/office-gossip-policies>
- 2) <http://www.ukessays.com/essays/business/a-qualitative-review-of-impression-management->
- 3) <http://www.buzzle.com/articles/the-role-of-emotions-in-persuasion.html>
- 4) http://www.ehow.com/facts_5019967_interactionist-theory-motivation.html
- 5) http://www.davidmeermanscott.com/documents/New_Rules_of_PR
- 6) <http://www.nku.edu/~turney/prclass/readings/ads.html>
- 7) <http://www.sjsu.edu/ajeep/docs/IntroToPR>
- 8) <http://www.cengagebrain.co.nz/content/9781133966845>
- 9) <http://library.atgti.az/categories/public-relations>
- 10) <http://www.saylor.org/site/textbooks/Mastering%20Public%20Relations>

Навчальне видання

Завалевська Олена Василівна
Веретеннікова Валентина Петрівна

PUBLIC RELATIONS

A COURSE of ENGLISH

Англійською мовою

Навчальний посібник з англійської мови для студентів за напрямом "Реклама і зв'язки з громадськістю". Посібник складено відповідно до програми курсу англійської мови для гуманітарних спеціальностей вищої школи, містить оригінальні тексти, запозичені з англійських та американських науково-популярних і суспільно-політичних видань, які супроводжуються лексичним та граматичним коментарями, а також великою кількістю вправ для розвитку загального володіння англійською мовою. Основна мета книги – підготувати студентів до читання спеціальної літератури та обговорення тем, пов'язаних з численними проблемами сучасного суспільства, а також розвиток навичок усного та писемного мовлення.

Навчальний посібник з англійської мови для напряму "Реклама і зв'язки з громадськістю" призначено для студентів, що спеціалізуються в галузі PR і реклами, а також для аспірантів та наукових співробітників, які готуються до складання кандидатського іспиту з англійської мови та наукових працівників, які бажають самостійно оволодіти навичками читання та перекладу наукової літератури.

В авторській редакції

Видавець і виготовлювач ОНАЗ ім. О.С. Попова
(Свідоцтво ДК № 3633 від 27.11.09)
м. Одеса, вул. Ковальська, 1

Підписано до друку 24.12.2015.

Формат 60x88/16. Обсяг 14,5 друк. арк.

Тираж 300 прим. Зам. № 5786.

Віддруковано в редакційно-видавничому центрі ОНАЗ ім. О.С. Попова
м. Одеса, вул. Ковалевського, 5. Тел. 7050 494

© ОНАЗ, 2016