ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ

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FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

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Розробник: Іваницька Наталя, доктор філологічних наук, професор

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1. ЗАГАЛЬНІ ПОЛОЖЕННЯ:

Мета вивчення дисципліни.

Робоча програма дисципліни «Іноземна мова за професійним спрямуванням» розроблена для здобувачів вищої освіти, які навчаються на спеціальності 061 «Журналістика» за освітньо-професійною програмою «Реклама та зв'язки з громадськістю». Робоча програма побудована на принципах плюрилінгвізму, інтегрованості розвитку іншомовної компетентності, прозорості, гнучкості та варіативності, програма зорієнтована на формування професійної комунікативної компетентності як мовної поведінки, що є специфічною для академічного і професійного середовища і вимагає набуття лінгвістичної компетентності (мовленнєвих умінь та мовних знань), соціолінгвістичної та прагматичної субкомпетентностей.

Основна мета вивчення дисципліни «Іноземна мова за професійним спрямуванням» - сформувати в здобувачів вищої освіти професійні іншомовні компетентності, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою успішної конкурентоспроможності на сучасному ринку праці.

Курс «Іноземна мова за професійним спрямуванням» для студентів, які здобувають перший (бакалаврський) ступінь вищої освіти, охоплює етап навчання від рівня B1+ до рівня B2 та забезпечує досягнення випускниками рівня незалежного користувача іноземної мови, що відповідає міжнародній практиці мовної освіти в закладах вищої освіти. Критерії вказаного рівня володіння мовою (РВМ) визначено відповідно до дескрипторів, запропонованих Загальноєвропейськими Рекомендаціями з мовної освіти.

Зміст робочої програми створює умови для досягнення здобувачами вищої освіти РВМ B2, як цього вимагає освітній ступінь бакалавра. Такий РВМ забезпечує академічну і професійну мобільність здобувачів вищої освіти, дає змогу випускникам компетентно функціонувати в професійному й академічному контекстах та забезпечує їм базу для навчання упродовж усього життя.

Одержані здобувачами вищої освіти знання можуть вибути використані в процесі ефективного спілкування іноземною мовою в професійному середовищі; під час підготовки публічних виступів у розрізі галузевих проблем; для пошуку нової текстової, аудіо та відео-інформації, що міститься в іншомовних професійних матеріалах; для аналізу іншомовних джерел інформації з метою отримання даних, що є необхідними для виконання професійних завдань та прийняття професійних рішень; для перекладу іншомовних професійних текстів на рідну мову.

Результати вивчення навчальної дисципліни її місце в освітньому процесі.

Результатом вивчення навчальної дисципліни «Іноземна мова за професійним спрямуванням» для освітньої програми «Рклама та зв'язки з громадськістю» є формування комплексу компетентностей:

- **інтегральна компетентність:**

Здатність розв'язувати складні спеціалізовані задачі та практичні проблеми в галузі соціальних комунікацій, що передбачає застосування положень і методів соціально-комунікаційних та інших наук і характеризується невизначеністю умов

- **загальні компетентності:**

ЗК01. Здатність застосовувати знання в практичних ситуаціях.
ЗК02. Знання та розуміння предметної області та розуміння професійної діяльності.
ЗК08. Здатність навчатися і оволодівати сучасними знаннями.
ЗК12. Здатність спілкуватися іноземною мовою.

- **фахові (спеціальні) компетентності:**

СК01. Здатність застосовувати знання зі сфери соціальних комунікацій у своїй професійній діяльності.
СК02. Здатність формувати інформаційний контент.

Мовленнєві субкомпетентності містять аудіювання, говоріння, читання, письмо:

Аудіювання:

- розпізнавати інформацію, пов'язану із професійною сферою економіки, під час детальних обговорень, дебатів, офіційних доповідей, лекцій, бесід;
- розуміти загальний зміст і більшість суттєвих деталей в автентичних радіо і телепередачах, пов'язаних з академічною та професійною сферами;
- розуміти досить складні повідомлення та інструкції в академічному та професійному середовищі;
- розуміти намір мовця і комунікативні наслідки його висловлювання;
- визначати позицію і точку зору мовця;
- розрізняти різні стилістичні регістри в усному та письмовому спілкуванні з друзями, незнайомцями, колегами, працедавцями та з людьми різного віку і соціального статусу, маючи при цьому різні наміри спілкування.

Говоріння:

- реагувати на основні ідеї та розпізнавати суттєво важливу інформацію під час детальних обговорень, дискусій, офіційних перемовин, лекцій, бесід, що пов'язані з економічною сферою;
- чітко аргументувати відносно актуальних тем в академічному та професійному житті (напр., в семінарах, дискусіях);
- поводитись адекватно в типових світських, академічних і професійних ситуаціях;
- реагувати на телефонні розмови, які виходять за межі типового спілкування;
- реагувати на оголошення, доволі складні повідомлення та інструкції в академічному і професійному середовищах;
- адекватно реагувати на позицію/точку зору співрозмовника;
- пристосовуватися до змін, які зазвичай трапляються під час бесіди і стосуються її напряму, стилю та основних наголосів;

- чітко виступати з підготовленими індивідуальними презентаціями щодо широкого кола тем академічного та професійного спрямування;

- продукувати чіткий, детальний монолог з широкого кола тем, пов'язаних з навчанням та спеціальністю;

- користуватися базовими засобами зв'язку для поєднання висловлювань у чіткий, логічно об'єднаний дискурс.

Читання:

- розуміти автентичні тексти, пов'язані з навчанням та спеціалізацією, з підручників, газет, популярних і спеціалізованих журналів та Інтернетівських джерел;

- визначати позицію і точки зору в автентичних текстах, пов'язаних з навчанням та спеціалізацією;

- розуміти намір автора письмового тексту і комунікативні наслідки висловлювання (напр.,службових записок, листів, звітів);

- розуміти автентичну академічну та професійну кореспонденцію (напр., листи, факси, електронні повідомлення тощо);

- розрізняти різні стилістичні регістри усного та писемного мовлення з друзями, незнайомцями, колегами, працедавцями та з людьми різного віку і соціального статусу, коли здійснюються різні наміри спілкування.

Письмо:

- писати деталізовані завдання та звіти, пов'язані з навчанням та спеціальністю;

- писати резюме економічних текстів з високим ступенем граматичної коректності;

- користуватись базовими засобами зв'язку для поєднання висловлювань у чіткий, логічно об'єднаний дискурс;

- готувати і продукувати ділову та професійну кореспонденцію.

Лінгвістична (лексична, граматична, семантична, фонологічна, орфографічна та орфоепічна):

- розпізнавати та вживати граматичні структури, що є необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах;

- знати та використовувати правила англійського синтаксису, щоб дати можливість розпізнавати і продукувати широке коло текстів в академічній та професійній сферах;

- ідентифікувати мовні форми, властиві офіційним та розмовним регістрам академічного і професійного мовлення;

- володіти широким діапазоном словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах;

- вміння визначати відношення слова до його загального контексту, внутрішньо лексичних зв'язків, значень граматичних елементів, категорій, структур та процесів, а також важливих для розуміння та продукування іншомовного дискурсу таких логічних зв'язків, як наслідковість, пресупозиція, імплікативність.

Соціолінгвістична та прагмалінгвістична субкомпетентності:

- усвідомлювати, як ключові цінності, переконання та поведінка в академічному і професійному середовищі України відрізняються при порівнянні однієї культури з іншими (міжнародні, національні, інституційні особливості);
- розуміти різні корпоративні культури в конкретних професійних контекстах і те, яким чином вони співвідносяться одна з одною;
- застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;
- належним чином поводити себе й реагувати у типових світських, академічних і професійних ситуаціях повсякденного життя, а також знати правила взаємодії між людьми у таких ситуаціях (розпізнавання відповідних жестів, спілкування очима, усвідомлення значення фізичної дистанції та розуміння жестикуляції у кожній з таких ситуацій).

Уміння вчитись:

- знаходити конкретну інформацію, пов'язану з професійними питаннями, користуючись бібліотечним каталогом, сторінкою змісту, довідниками, словниками та Інтернетом;
- формувати план-схему висловлювання та логічно структурувати ідеї;
- виділяти головну ідею та розвивати її;
- стисло викладати зміст тексту;
- організовувати текст як послідовність абзаців з їх заголовками та підзаголовками;
- робити адекватні та придатні для користування конспекти з різноманітних інформаційних джерел;
- вести навчальні аналітичні щоденники (мовний портфель);
- вести облік прочитаного матеріалу;
- розуміти вимоги щодо оцінювання, критерії виставлення балів на екзаменах, тестах та при виконанні окремих завдань;
- належним чином здійснювати самооцінювання.

Програмними результатами навчання здобувачів з навчальної дисципліни «Іноземна мова за професійним спрямуванням» є:

ПР01. Пояснювати свої виробничі дії та операції на основі отриманих знань.

ПР02. Застосовувати знання зі сфери предметної спеціалізації для створення інформаційного продукту чи для проведення інформаційної акції.

ПР08. Виокремлювати у виробничих ситуаціях факти, події, відомості, процеси, про які бракує знань, і розкривати способи та джерела здобування тих знань.

ПР09. Оцінювати діяльність колег як носіїв прав і обов'язків членів суспільства, представників громадянського суспільства.

ПР12. Вільно спілкуватися з професійних питань, включаючи усну, письмову та електронну комунікацію, іноземною мовою.

ПР14. Генерувати інформаційний контент за заданою темою з використанням доступних, а також обов'язкових джерел інформації.

ПР15. Створювати грамотний медіапродукт на задану тему, визначеного жанру, з урахуванням каналу поширення чи платформи оприлюднення.

Міждисциплінарні зв'язки: програма упорядкована відповідно до анотації освітньо-професійної програми підготовки бакалаврів, тісно пов’язана з іншими нормативними дисциплінами гуманітарного спрямування, зокрема «Іноземною мовою спеціальності». Дисципліна також дає можливості розширювати фахові знання у процесі оволодівання професійними дисциплінами.

Критерії оцінювання результатів навчання

Рівні компетентності	За шкалою ДТЕУ	Критерії оцінювання
1	**2**	**3**
Високий (дослідницький)	90-100	Має обґрунтовані та всебічні знання з дисципліни «Іноземна мова за професійним спрямуванням», уміє узагальнювати та систематизувати набуті знання; самостійно знаходить джерела інформації та працює з ними; проводить власні дослідження, може використовувати набуті знання та вміння при розв'язанні задач.
Достатній (частково-пошуковий)	82-89	Володіє навчальним матеріалом, вміє зіставляти та узагальнювати, виявляє творчий інтерес до предмету, виконує завдання з повним поясненням та обґрунтуванням, але допускає незначні помилки; може усвідомити нові для нього факти, ідеї.
	75-81	Володіє визначеним програмою навчальним матеріалом; розв'язує завдання, передбачені програмою, з частковим поясненням.
Елементарний (репродуктивний)	69-74	Володіє навчальним матеріалом на репродуктивному рівні; може самостійно розв'язати та пояснити розв'язання завдання.
	60-68	Ознайомлений з навчальним матеріалом, відтворює його на репродуктивному рівні; виконує елементарні завдання за зразком або відомим алгоритмом.
Низький (фрагментарний)	35-59	Ознайомлений та відтворює навчальний матеріал на рівні окремих фактів та фрагментів матеріалу; під керівництвом викладача виконує елементарні завдання.
	1-34	Ознайомлений з навчальним матеріалом на рівні розпізнавання та відтворення окремих фактів.

Здобувачі вищої освіти, які повністю виконали програму дисципліни та набрали достатню кількість балів, отримують підсумкову оцінку без опитування чи виконання екзаменаційного завдання (згідно з Положенням Про оцінювання результатів навчання здобувачів вищої освіти №12 від 07.02.2022).

У разі, якщо здобувач вищої освіти бажає поліпшити свою оцінку, або не набрав 75 балів, він складає екзамен з усієї програми навчальної дисципліни у вигляді письмового опитування відповідно до завдань встановленого зразка.

Результат виконання екзаменаційних завдань оцінюється з урахуванням результатів у співвідношенні 80:20, де 80 – максимальна оцінка за виконання

екзаменаційного завдання, 20 – результат поточної успішності відповідно до шкали переводу поточної роботи для врахування її при підсумковій оцінці.

Здобувач вищої освіти, який не погоджується з оцінкою, отриманою під час підсумкового (семестрового) контролю, має право звернутися із проханням переглянути оцінку, одержану на екзамені (згідно Положення про апеляцію результатів підсумкового контролю знань студентів № 32 від 07.02.2022).

Обсяг дисципліни в кредитах та його розподіл (тематичний план)

Обсяг дисципліни (кредитів ЕКТС): 6 кредитів – 180 годин, 56 годин практичних занять, 124 години самостійної роботи здобувачів вищої освіти.

Назва теми	Кількість годин				Форми контролю
	Усього годин/ кредитів	з них			
		лекції	практичні заняття	СРС	
1	2	3	4	5	6
I семестр					
Unit1. Introduction to Mass Communication and Journalism. The Noun.	**30**		**10**	**20**	
1. Why do we need mass communication? Formation of nouns. Classification of nouns.	6		2	4	УО, ПЗ, Т, ПР
2. Functions of mass communications. Principles of journalism. The Category of Number. Countable and uncountable nouns	6		2	4	УО, ПЗ, Т
3. Media literacy. The nature of news. Regular plurals. Compounds. Irregular plurals.	6		2	4	УО, ПЗ, ІЗ, МК
4. Different types of mass communication (print media, broadcast media, digital media, transit media). Singularia tantum. Pluralia tantum nouns. Invariable nouns.	6		2	4	УО, ПЗ, Т, ІЗ
5. Careers in mass communication (news media director, journalist, web content specialist and web producer, public relations director, marketing director, marketing specialist). Category of Case. Possesive case, of-phrases.	6		2	4	УО, ПЗ, Т, К
Unit 2: Words in Print. The Article.	**30**		**10**	**20**	
6. Parts of a newspaper article. The Article. Kinds of Articles.	6		2	4	УО, ПЗ, Т, ІЗ, МК
7. Creating a lead. Use of articles with common and abstract nouns. Use of articles with nouns of material.	6		2	4	УО, ПЗ, Т, ІЗ, МК
8. People in printed media. Publishers, authors, editors. Use of articles with proper nouns.	6		2	4	УО, ПЗ, ІЗ,
9. People in printed media. Journalists, columnists, short story writers. Special difficulties in the use of articles (names of month and days, seasons, meals, languages).	6		2	4	УО, ПЗ, Т, ІЗ
10. People in printed media. Visual artists, photographers. Use of articles with set expressions.	6		2	4	УО, ПЗ, Т, ІЗ, ПР

Unit 3: Broadcasting the News. The Pronoun	**60**		**18**	**42**	
11. Broadcasting worldwide news. Classification of pronouns.	6		2	4	УО, ПЗ, ІЗ
12. Writing for radio and television. Personal and possessive pronouns.	6		2	4	УО, ПЗ, Т
13. Broadcast journalist. Reflexive pronouns.	6		2	4	УО, ПЗ, Т
14. Newsreader. Reciprocal pronouns.	7		2	5	УО, ПЗ, Т, МК
15. Investigative journalist. Interrogative pronouns.	7		2	5	УО, ПЗ, Т, МК
16. Investigative journalist. Demonstrative pronouns.	7		2	5	УО, ПЗ, Т, ПР
17. Digital journalist. Indefinite and negative pronouns.	7		2	5	УО, ПЗ, Т
18. Digital journalist. Pronouns: *some, any, all, most, no, none of.* Defining pronouns. *Both, either, neither; each, every*.	7		2	5	УО, ПЗ, Т, МК
19. Digital journalist. Quantitative pronouns. *Much/ many, a lot of, (a) little / (a) few.*	7		2	5	УО, ПЗ, Т, ІЗ, К
Unit 4. Online Media. The Adjective. Comparative and Superlative forms of adjectives.	**60**		**18**	**42**	
20. Journalism in the digital age. Adjectives with nouns.	6		2	4	УО, ПЗ, ІЗ, Т
21. Social media – new source of news. Adjectives with verbs.	6		2	4	УО, ПЗ, ІЗ, Т
22. Blogger vs reporter. -ed and –ing forms of the Adjectives.	6		2	4	УО, ПЗ, ІЗ, Т
23. Fake news in social media. Order of adjectives; stronger and weaker meanings.	7		2	5	УО, ПЗ, ІЗ, МК
24. Popular social media tools and platforms. Blogs. Degrees of comparison of adjectives.	7		2	5	УО, ПЗ, Т, ІЗ
25. Facebook. Comparative and superlative forms of adjectives.	7		2	5	УО, ПЗ, Т, ІЗ
26. Twitter. Comparative structures: as*…as, not so..as, the more…the less, the same as* with adjectives.	7		2	5	УО, ПЗ, Т, ПР
27. YouTube/Vimeo. Flickr. The structures: *the+ comparitive, so and such, enough* and *too* with adjectives.	7		2	5	УО, ПЗ, Т, ІЗ,К
28. Instagram. LinkedIn. Grammar revision.	7		2	5	УО, ПЗ, Т, П
Разом за І семестр	**180/6**		**56**	**124**	
Підсумковий контроль – екзамен					

II семестр					
Unit 1. An Introduction to Advertising. The Adverb.	**29**		**14**	**15**	
1.The evolution of advertising. Word order.	4		2	2	УО, ПЗ, ІЗ
2. The environment of advertising. Adverb. Types of averb.	4		2	2	УО, ПЗ, ІЗ, МК
3. The environment of advertising. Adverbs of frequency, time, place and manner.	4		2	2	УО, ПЗ Т, ІЗ
4. The business of advertising. Adverbs of probability, degree, and completeness.	4		2	2	УО, Т, ІЗ
5. The business of advertising. Connecting adverbs (*so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even).*	4		2	2	УО, ІЗ, МК
6. Role of communication in advertising and marketing. Comparison of adverbs.Adverbs of degree: *quite – rather*.	4		2	2	УО, Т, ПР
7. Advertising as communication. Adverbs/ adjectives.	5		2	3	УО, ПЗ, Т, ІЗ, К
Unit 2. Understanding the Target Audience.The Preposition. The Numeral.	**29**		**14**	**15**	
8. Targeting and the marketing mix The Preposition. General form and use	4		2	2	УО, ІЗ, Т
9. Communication and consumer behavior. Prepositions of place.	4		2	2	УО, Т, ІЗ,
10. Defining the target audience. Prepositions of movement.	4		2	2	УО, ПР, ІЗ
11. Geography's role in planning. Prepositions of time. Common prepositional phrases.	4		2	2	УО, Т, ІЗ, МК
12. Seasonality and timing. The Numeral. Cardinal numerals. Ordinal numerals.	4		2	2	УО, ПЗ, ПР, Т
13. Competitive analysis: implications in planning. Fractions. Expressing quantity, reading figures.	4		2	2	УО, ПЗ, Т, ІЗ
14. Competitive analysis: implications in planning. Telling the time, dates, telephone numbers, addresses.	5		2	3	УО, ПО, ІЗ, К
Unit 3. The Planning and Creative Process. The Sentence. Questions, negatives and answers.	**34**		**16**	**18**	
15. Working with creative: implications in planning. The Sentence.	4		2	2	УО, ПЗ, ІЗ, МК
16. Working with a communication budget. Simple / compound/ complex, extended/ unextended sentences.	4		2	2	УО, Т, ІЗ, МК
17. Setting communication objectives. The Subject. The Predicate. The Object.	4		2	2	УО, ПЗ, Т, ІЗ

18. Communication idea and briefing. The Attribute.	4		2	2	УО, ПЗ, Т, ІЗ
19. Media communication strategy and tactics. The Adverbial Modifier.	4		2	2	УО, ПЗ, Т, ІЗ
20. Learning the language of media planning. Word order in statements. Questions, negatives and answers. Yes/No questions. Wh-questions. Subject/object questions.	4		2	2	УО, ПЗ, Т, ІЗ, К
21. Learning about media costs Prepositions in wh-questions. Negative statements.	5		2	3	УО, З Т, ІЗ
22. Learning about media costs Negative questions. Question tags. Alternative Questions. Disjunctive Questions.	5		2	3	УО, ПЗ, Т, ІЗ, К
Unit 4. Reaching the Target Audience. The Verb. Present Tense Forms.	**50**		**24**	**26**	
23. General characteristics of media. Types of verbs	4		2	2	УО, ПЗ, ІЗ, Т
24. Evaluating media vehicles. Regular verbs and Irregular verbs.	4		2	2	УО, ПЗ, Т, ІЗ, К
25. Video media. State verbs and event verbs.	4		2	2	УО, ПЗ, Т, ІЗ
26.Audio media. Time, tense and aspect. *Be, have* and *have got*.	4		2	2	УО, ПЗ, Т, ПР
27. Print media. Present Simple (Indefinite).	4		2	2	УО, ПЗ, Т
28. Out-of-home media. Present Continuous (Progressive).	4		2	2	УО, ПЗ, Т, МК
29. Search engine marketing. Present Simple (Indefinite) and Present Continuous (Progressive).	4		2	2	УО, ПЗ, Т, ІЗ, К
30. Online display advertising. Time indicators.	4		2	2	УО, Т, ПР
31. In-store media. State Verbs.	4		2	2	УО, ПЗ, Т
32.Social media. Present Perfect.	4		2	2	УО, ПЗ, Т
33. Direct response. Present Perfect Continuous.	5		2	3	УО, ПЗ, Т, ІЗ, МК
34. Alternative media. Gaming. Ethnic media. Present Perfect and Present Perfect Continuous.	5		2	3	УО, ПЗ, Т, П
Unit 5. Role and Effects of Advertising. Past Forms.	**38**		**16**	**22**	
35. Negative and positive effects Past Simple (Indefinite).	4		2	2	УО, ПЗ, ІЗ, ТЗ, МК
36. Negative and positive effects Past Continuous (Progressive).	4		2	2	УО, ПЗ, Т, МК
37. Publicity, propagandas, sales promotion. Interrupted past action.	4		2	2	УО, ПЗ, ІЗ, Т
38. Negative and positive effects Past Habitual: *used to. Have gone to / have been to / have been in.*	4		2	2	УО, ПЗ, Т, ІЗ, ПР

39. Design, production and the role of external agencies. Past Perfect.	4		2	2	УО, ПЗ, Т
40. Design, production and the role of external agencies. Past Perfect Continuous.	4		2	2	УО, ПЗ, Т, МК
41.Effects of advertising on society. Sequence of Tenses.	7		2	5	УО, ПЗ, Т, ІЗ
42.Tips to produce the best advertisement layout. Previous and subsequent events.	7		2	5	УО, ПЗ, Т, К
Разом за ІІ семестр	**180/6**		**84**	**96**	
Підсумковий контроль - екзамен					
ІІІ семестр					
Unit 1. What is Public Relations. Future Forms. Other ways of expressing future.	**48**		**16**	**32**	
1. Functions of PR communications, planning, evaluating Future Simple/ Be Going to.	6		2	4	УО, ПЗ, ІЗ, МК
2. Components of PR: identifying target audience, fostering media relations. Future Simple/ Present Continuous. Future Continuous.	6		2	4	УО, ПЗ, Т, ІЗ
3. Public Relations practice and research. Future Perfect. Future Perfect Continuous.	6		2	4	УО, ПЗ, Т, ІЗ
4. PR practitioner activities: press agentry, publicity, promotion, lobbying. Future time words + Present Simple.	6		2	4	УО, ПЗ, Т,
5. Data collection methods. Future time words + Present Simple.	6		2	4	УО, ПЗ, Т, ІЗ
6. Using computer for research. Offers, promises, requests. Arrangements	6		2	4	УО, ПЗ, ІЗ, МК
7 Using the internet for search for jobs. Offers, promises, requests. Arrangements	6		2	4	УО, ПЗ, Т, ІЗ
8. New communication tools and media channels used in PR. Constructions: *be about+ infinitive, be on the point + -ing form, be due to + infinitive.*	6		2	4	УО, ПЗ, Т, К
Unit 2. Reputation. Gossip. Scandals. Modals	**36**		**12**	**24**	
9. Reputation Management. Prohibition (*mustn't – can't*). Logical assumption (*must – can't/ couldn't*).	6		2	4	УО, ПЗ, ІЗ, МК
10. Causes and consequences of reputation Probability (*should/ ought*). Possibility (*can - could/ may - might*).	6		2	4	УО, ПЗ, Т, ІЗ
11. Image vs. reputation. Permission (*can/ could/ may /might*). Request (*can/ could/ will/ would/ may/ might*).	6		2	4	УО, ПЗ, Т, ІЗ, ПР
12. Workplace gossip. Offers (*I'll/ shall/ can/ could*).	6		2	4	УО, ПЗ, Т, ІЗ
13. The danger of workplace gossip Suggestions (*shall/ can/ could*). Advice (*should/ ought to/ must*).	6		2	4	УО, ПЗ, Т, ІЗ, ПР

14. Public Watergate scandal. scandal. Criticism (*should/ ought to*). Promise (*will*). Expressions similar to modal verbs.	6		2	4	УО, ПЗ, Т, К
Unit 3. Crisis Communication. The Passive voice.	**30**		**10**	**20**	
15.Broad types of crisis Transformation from Active to Passive.	6		2	4	УО, ПЗ, ІЗ, МК
16.A crisis management plan. Personal/ impersonal constructions	6		2	4	УО, ПЗ, Т, ІЗ, К
17. Measuring corporate performance Special passive constructions.	6		2	4	УО, ПЗ, Т, ІЗ, К
18. Challenges facing global PR in the 21st century. *Have something done. Get something done.*	6		2	4	УО, ПЗ, Т, ІЗ, К
19. Challenges facing global PR in the 21st century. *To be done/ being done.*	6		2	4	УО, ПЗ, Т, К
Unit 4. Persuasion, Propaganda & Public Opinion. Sequence of Tenses. Conditionals.	**35**		**10**	**25**	
20. Propaganda. Direct speech and reported speech.	7		2	5	УО, ПЗ, Т, ІЗ
21. Persuasion. Social judgment theory Present and future conditionals.	7		2	5	УО, ПЗ, МК
22. Public opinion. Unlikely/ unreal conditions	7		2	5	УО, ПЗ, Т, ПР, К
23. The Art of persuasion Past conditionals. Mixed conditionals. *I wish, if only, it's time*.	7		2	5	УО, ПЗ, ІЗ, ПР, МК
24. Six Principles of Influence: reciprocity, scarcity. Authority. consistency, liking, consensus Time clauses. Clauses of result. Clauses of reason. Clauses of purpose.	7		2	5	УО, ПЗ, Т, К
Unit 5. Public relations for corporate responsibility. Non-finite forms of the Verb.	**31**		**8**	**23**	
25 What is corporate social responsibility? The Infinitive. Forms of the Infinitive and their meaning.			2	5	УО, ПЗ, МК
26 What is CSR in public relations? The Objective infinitive complex. The Subjective infinitive complex.			2	5	УО, ПЗ, Т, ІЗ
27 The benefits of corporate social responsibility. The Participle.			2	5	УО, ПЗ, Т, ІЗ, ПР
28 A career path to do good Forms of Gerund and its Features.			2	8	УО, ПЗ, ІЗ, ТЗ, П
Разом за ІІІ семестр	**180/6**		**56**	**124**	
Підсумковий контроль - екзамен					
Усього	**540/18**		**194**	**346**	

Примітка:
УО – усне опитування; ПЗ - письмове завдання; Т- тестування; ІЗ – індивідуальне завдання; К- кейс; МК – ментальна карта; ПР – презентація; П- проєкт.

ІІ. ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Зміст дисципліни (теми програми).

І семестр

Unit1. Introduction to Mass Communication and Journalism. The Noun

Why do we need mass communication? Functions of mass communications. Principles of journalism. Media literacy. The nature of news. Different types of mass communication (print media, broadcast media, digital media, transit media). Careers in mass communication (news media director, journalist, web content specialist and web producer, public relations director, marketing director, marketing specialist).

The Noun. Formation of nouns. Classification of nouns. The Category of Number. Countable and uncountable nouns. Regular plurals. Compounds. Irregular plurals. Singularia tantum nouns. Pluralia tantum nouns. Invariable nouns. The Category of Case. Possesive case, of-phrases.

Unit 2: Words in Print. The Article

Parts of a newspaper article. Creating a lead. Writing for press. People in printed media. Publishers, authors, editors. Journalists, columnists, short story writers. Visual artists, photographers.

The Article. Use of articles with common nouns. Use of articles with nouns of material and abstract nouns. Use of articles with proper nouns (geographical names, names of places, buildings, public organizations, etc., names of persons). Special difficulties in the use of articles (names of month and days, seasons, meals, languages). Use of articles with set expressions.

Unit 3: Broadcasting the News. The Pronoun

Broadcasting worldwide news. Writing for radio and television. People in broadcasting journalism. Broadcast journalist. Newsreader. Investigative journalist. Digital journalist.

The Pronoun. Classification of pronouns. Personal and possessive pronouns. Reflexive pronouns. Reciprocal pronouns. Demonstrative pronouns. Interrogative pronouns. Indefinite and negative pronouns. *Some, any, all, most, no, none of.* Defining pronouns. *Both, either, neither; each, every*. Quantitative pronouns. *Much/ many, a lot of, (a) little / (a) few.*

Unit 4. Online Media. The Adjective. Comparative and Superlative forms of adjectives.

Journalism in the digital age. Social media – new source of news. Blogger vs reporter. Fake news in social media. Popular social media tools and platforms. Blogs. Facebook. Twitter. YouTube/Vimeo. Flickr. Instagram. LinkedIn.

The Adjective. Adjectives with nouns and verbs; -ed and –ing forms. Order of adjectives; stronger and weaker meanings. Degrees of comparison of adjectives. Comparative and superlative forms of adjectives. Comparative structures: as*…as, not so..as, the more…the less, the same as, the+ comparitive, so and such, enough* and *too* with adjectives.

II семестр

Unit 1. An Introduction to Advertising. The Adverb

The evolution of advertising. The environment of advertising. The business of advertising. Role of communication in advertising and marketing. Advertising as communication.

The Adverb. Types of averb. Adverb and word order. Adverbs of frequency, time, place and manner. Adverbs of probability, degree, and completeness. Connecting adverbs (*so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even)*. Comparison of adverbs. Adverbs of degree: *quite – rather*.

Unit 2. Understanding the Target Audience.The Preposition. The Numeral

Targeting and the marketing mix. Communication and consumer behavior. Defining the target audience. Geography's role in planning. Seasonality and timing. Competitive analysis: implications in planning.

The Numeral. Cardinal numerals. Ordinal numerals. Fractions. Expressing quantity, reading figures. Telling the time, dates, telephone numbers, addresses.

Unit 3. The Planning and Creative Process. The Sentence. Questions, negatives and answers

Working with creative: implications in planning. Working with a communication budget. Setting communication objectives. Communication idea and briefing. Media communication strategy and tactics. Learning the language of media planning. Learning about media costs

The Sentence. Simple / compound/ complex, extended/ unextended sentences. The Subject. The Predicate. The Object. The Attribute. The Adverbial Modifier. Word order in statements. **Questions, negatives and answers**. Yes/No questions. Wh-questions. Subject/object questions. Prepositions in wh-questions. Negative statements. Negative questions. Question tags. Alternative Questions. Disjunctive Questions.

Unit 4. Reaching the Target Audience. The Verb. Present Tense Forms

General characteristics of media. Evaluating media vehicles. Video media. Audio media. Print media. Out-of-home media. Search engine marketing. Online display advertising. In-store media. Social media. Direct response. Alternative media. Gaming. Ethnic media.

The Verb. Types of verbs. Regular and irregular verbs. State verbs and event verbs. Time, tense and aspect. *Be, have* and *have got*. **Present Tense Forms**. Present Simple (Indefinite). Adverbs of frequency. Present Continuous (Progressive). State Verbs. Present Perfect. Have been (to) /have been (to). Present Perfect Continuous (Progressive).

Unit 5. Role and Effects of Advertising. Past Forms

Negative and positive effects. Publicity, propagandas, sales promotion. Design, production and the role of external agencies. Effects of advertising on society. Tips to produce the best advertisement layout.

Past Forms. Past Simple (Indefinite). Past Continuous (Progressive). Past Habitual: *used to*. *Have gone to / have been to / have been in*. Interrupted past action. Past Perfect. Past Perfect Continuous. Sequence of Tenses. Previous and subsequent events.

III семестр

Unit 1. What is Public Relations. Future Forms. Other ways of expressing future.

Functions of PR communications, planning, evaluating. Components of PR: identifying target audience, fostering media relations.
Public Relations practice and research. PR practitioner activities: press agentry, publicity, promotion, lobbying. Data collection methods. Using computer for research. Using the internet for search for jobs. New communication tools and media channels used in PR.

Future Forms. Future Simple/ Be Going to. Future Simple/ Present Continuous. Future Continuous. Future Perfect. Future Perfect Continuous. Future-in-the Past tense forms. **Other ways of expressing future**. Future time words + Present Simple. Offers, promises, requests. Arrangements. Constructions: *be about+ infinitive, be on the point + -ing form, be due to + infinitive, be sure to/ be certain to/ be bound to + infinitive, to be (un)likely to + infinitive, to be sure to + infinitive.*

Unit 2. Reputation. Gossip. Scandals. Modals

Reputation Management. Causes and consequences of reputation. Image vs. reputation. Workplace gossip. The danger of workplace gossip. Public scandal.
Watergate scandal.

Modals. Ability (*can - could - be able to*). Obligation/ Duty. Necessity (*must - have to - should/ ought – need*). Absence of necessity (*needn't/ don't have to / don't need to – didn't need to – needn't have done*). Prohibition (*mustn't – can't*). Logical assumption (*must – can't/ couldn't*). Probability (*should/ ought*). Possibility (*can - could/ may - might*). Permission (*can/ could/ may /might*). Request (*can/ could/ will/ would/ may/ might*). Offers (*I'll/ shall/ can/ could*). Suggestions (*shall/ can/ could*). Advice (*should/ ought to/ must*). Criticism (*should/ ought to*). Promise (*will*). Expressions similar to modal verbs.

Unit 3. Crisis Communication. The Passive voice

Broad types of crisis. A crisis management plan. Measuring corporate performance. Challenges facing global PR in the 21st century.

The Passive Voice. Transformation from Active to Passive. Personal/ impersonal constructions. Special passive constructions. *Have something done. Get something done. To be done/ being done.*

Unit 4. Persuasion, Propaganda & Public Opinion. Sequence of Tenses. Conditionals.

Propaganda. Persuasion. Social judgment theory. Public opinion.
The Art of persuasion. Six Principles of Influence: reciprocity, scarcity. Authority. consistency, liking, consensus.

Direct speech and reported speech. Conditionals. Present and future conditionals. Past conditionals. Mixed conditionals.

Unit 5. Public relations for corporate responsibility. Non-finite forms of the Verb

What is corporate social responsibility? What is CSR in public relations? The benefits of corporate social responsibility. A career path to do good

Non-finite forms of the Verb. The Infinitive. The Objective infinitive complex. The Subjective infinitive complex. **Participles.** The Objective Participle complex. The Subjective Participle complex. **The Gerund**. Complexes with the Gerund.

Структура навчальної дисципліни

Результат навчання	Навчальна діяльність	Робочий час студента, год.
I семестр		
Unit1. Introduction to Mass Communication and Journalism. The Noun		
- to know the topical vocabulary; - to use grammatical resources of the language; - to demonstrate understanding of different aspects of language behaviour.	**Practical lesson 1.** 1. Why do we need mass communication? 2. Formation of nouns. 3. Classification of nouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules.	4
- to use effectively the topical vocabulary; - to practice and memorize the grammatical rules; - to read, watch, and listen to a variety of texts and multimedia sources; - to demonstrate your understanding of the texts and key course ideas through comprehension check quizzes and a discussion board response.	**Practical lesson 2.** 1. Functions of mass communications. 2. Principles of journalism 3. Productive Resources. 4. The Category of Number. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: doing grammar exercises; reading and translating texts on the topic	4
- to understand and interprete different aspects of culture and language behaviour in the world of work; - to use grammatical resources of the language; - to identify new fundamental vocabulary, and practice using that new vocabulary in course activities.	**Practical lesson 3.** 1. Media literacy. 2. The nature of news. 3. Regular plurals. 4. Compounds. 5. Irregular plurals. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
- to aware and control the organisation of the meaning of grammatical elements; - to implement knowledge into practice; - to identify understanding of logical relations between text parts.	**Practical lesson 4.** 1. Different types of mass communication (print media, broadcast media, digital media, transit media). 2. Singularia tantum. 3. Pluralia Tantum. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	4
- to use lexical and grammatical resources of the language; - to demonstrate the knowledge of topical vocabulary; - to read, watch, and listen to a variety of texts and multimedia sources.	**Practical lesson 5.** 1. Careers in mass communication (news media director, journalist, web content specialist and web producer, public relations director, marketing director, marketing specialist). 2. Category of Case. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	4
Unit 2: Words in Print. The Article		
- to know what printed media is; -to differentiate advantages and disadvantages of different printed media; - to recognise the main information in professional texts; - to predict what a text will	**Practical lesson 6**. 1. Parts of a newspaper article 2. The Article. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2

be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Self-study:** preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	4
- to identify the main point or important information; - to guess the meaning of unknown words from context; - to understand and use the vocabulary of masss media; - to indicate types of printed media and professional events and types of texts on a variety of media events.	**Practical lesson 7.** 1. Creating a lead. 2. Writing for press. 3. Use of articles with common and abstract nouns. 4. Use of articles with nouns of material. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
- to rank key types of people in printed media; - to examine features of professional texts; - to understand similarities and differences between texts; - to understand relations between parts of a text; - to recognise and understand usage of articles.	**Practical lesson 8.** 1. People in printed media. Publishers, authors, editors. 2. Use of articles with proper nouns (geographical names, names of places, buildings, public organizations, etc., names of persons). **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4

- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 9.** 1. People in printed media. Journalists, columnists, short story writers 2. Special difficulties in the use of articles (names of month and days, seasons, meals, languages). **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
- to identify new fundamental vocabulary, and practice using that new vocabulary in course activities; to read, watch, and listen to a variety of texts and multimedia sources; - to apply grammer rules; to become familiar with the structures and leads of newspapers and magazines.	**Practical lesson 10.** 1. People in printed media. Visual artists, photographers. 2. Use of articles with set expressions. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	4
Unit 3: Broadcasting the News. The Pronoun.		
- to know key vocabulary for socializing and networking; - to extract specific information from short conversations while rerading; - to recognise stress and rhythm in spoken English; to identify key words in utterances.	**Practical lesson 11.** 1. Broadcasting worldwide news. 2. Classification of pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4

- to gain in depth the knowledge of the topical vocabulary; -to recognize and use the language and structure of broadcast journalism; to compare broadcast journalism to print media; -to identify new fundamental vocabulary, and practice using that new vocabulary in course activities;	**Practical lesson 12.** 1. Writing for radio and television. 2. Personal and possessive pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	4
- to produce professional speech on topic; - tp apply grammer structure respodently; -to identify word forms to expand your vocabulary; -to read, watch, and listen to a variety of texts and multimedia sources.	**Practical lesson 13.** 1. Broadcast journalist. 2. Reflexive pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: doing grammar exercises; reading and translating a newspaper article on the topic	4
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules; - to read, watch, and listen to a variety of texts and multimedia sources; -to identify and practice using stress, rhythm, and intonation to show meaning and emphasis as you deliver a news story on a spoken discussion board.	**Practical lesson 14.** 1. Newsreader. 2. Reciprocal pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	5
- to use grammatical resources of the language; - to understand and interprete different aspects of culture and language behaviour in the world of work.	**Practical lesson 15.** 1. Investigative journalist. 2. Interrogative pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2

	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	5
- to extract gist and specific information from professional texst; - to use a variety of strategies for listening; - to use a variety of listening subskills, such as extracting the meaning of unknown words from explanations and examples, discriminating between phrases that sound similar, using a variety of clues.	**Practical lesson 16.** 1. Investigative journalist. 2. Demonstrative pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	5
- to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist; -to read, watch, and listen to a variety of texts and multimedia sources.	**Practical lesson 17.** 1. Digital journalist**.** 2. Indefinite pronouns. 3. Negative pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	5
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules; - to read, watch, and listen to a variety of texts and multimedia sources.	**Practical lesson18.** 1. Digital journalist**.** 2. Pronouns *some, any, all, most, no, none of.* 3. Defining pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	5

- to identify new fundamental vocabulary, and practice using that new vocabulary in course activities; -to use a variety of strategies for listening; - to use a variety of listening subskills, such as extracting the meaning of unknown words from explanations and examples, discriminating between phrases that sound similar, using a variety of clues.	**Practical lesson 19.** 1. Digital journalist. 2. Quantitative pronouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	5
Unit 4. Online Media. The Adjective. Comparative and Superlative forms of adjectives.		
- to recognize the impacts of the digital age on both print and broadcast journalism; - to identify new fundamental vocabulary, and practice using that new vocabulary in course activities; to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 20.** 1. Journalism in the digital age. 2. Adjectives with nouns. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
- to use topical vocabulary; - to apply grammatical resources of the language; - to interprertecategories, structures and processes.	**Practical lesson 21.** 1. Social media – new source of news. 2. Adjectives with verbs. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	4

- to recognize the impacts of the digital age on both print and broadcast journalism; -to identify new fundamental vocabulary, and practice using that new vocabulary in course activities; to read, watch, and listen to a variety of texts and multimedia sources.	**Practical lesson 22.** 1. Blogger vs reporter 2. . –ed and –ing forms of adjectives. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	4
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 23.** 1. Fake news in social media. 2. Order of adjectives; stronger and weaker meaning. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: doing grammar exercises; reading and translating a newspaper article on the topic	5
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 24.** 1. Popular social media tools and platforms. 2. Blogs. 3. Degrees of Comparison of Adjectives. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	5
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 25.** 1. Facebook. 2. Comparative and Superlative Adjective Forms. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2

	Self-study: writing notes conveying complex professionally relevant information; rendering articles; summarizing a wide range of factual information	5
- to apply effectively the acquired knowledge of topical information to the appropriate situation; - to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 26.** 1. Twitter. 2. Comparative structures: as…as, not so…as, the more…the less, the same as with adjectives. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: Learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	5
-to recognize the impacts of the digital age on both print and broadcast journalism; - to identify new fundamental vocabulary, and practice using that new vocabulary in course activities; - read, watch, and listen to a variety of texts and multimedia sources.	**Practical lesson 27.** 1. YouTube/Vimeo. Flickr. 2. The structures: the +comparative, so and such, enough and too with adjectives. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	5
- to identify, evaluate and synthesise topical information; - to use grammatical resources of the language	**Practical lesson 28.** 1. Instagram. 2. LinkedIn. **Resources:** Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	5
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II семестр		
Unit 1. An Introduction to Advertising. The Adverb		
-to evoluate advertising development; - to recognise the main information in professional texts; - to predict what a text will be about.	**Practical lesson 1.** 1. The evolution of advertising. 2. Word order. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
- to gain in depth the knowledge of the topical vocabulary; -to practise and memorize grammatical rules.	**Practical lesson 2.** 1. The environment of advertising. 2. Types of Adverb. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: Learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
-to evaluate and develop materials on topic; to understand main theories and principles in current PR - to understand authentic texts related to PR from textbooks, newspapers, magazines, specialist journals or Web based sources.	**Practical lesson 3.** 1. The environment of advertising. 2. Adverbs of frequency. 3. Adverbs of time, place and manner. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
-to understand main theories and principles in current PR -to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed.	**Practical lesson 4.** 1. The business of advertising. 2. Adverbs of probability and completeness. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2

- to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environment.	**Self-study:** analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	2
to understand most recorded or broadcast audio material in standard spoken language - to take an active part in conversations and discussions on most topics in academic or professional context. -to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones.	**Practical lesson 5.** 1. The business of advertising. 2. Connecting adverbs *(so, too, either, neither, first, next, then, etc.; actually, fortunately, etc. only, even).* **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
-to understand most recorded or broadcast audio material in standard spoken language - to take an active part in conversations and discussions on most topics in academic or professional context. -to convey simple information and ideas in writing: make a plan and annotation.	**Practical lesson 6.** 1. Role of communication in advertising and marketing. 2. Adverbs of degree. 3. Comparison of adverbs. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
-to evaluate and develop materials on topic; -to understand main theories and principles in current PR - to understand authentic texts related to PR from textbooks, newspapers, magazines, specialist journals or Web based sources.	**Practical lesson 7.** 1. Advertising as communication. 2. Adverbs/adjectives. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	3

Unit 2. Understanding the Target Audience. The Preposition. The Numeral.		
-to give brief reasons for opinions, plans and actions. -to give clear, detailed descriptions and presentations on a wide range of study and specialism related topics. to obtain information, ideas and opinions, with a large degree of independence, from a range of study and specialism related sources, understanding terminology and abbreviations, and using reference sources selectively.	**Practical lesson 8.** 1. Targeting and the marketing mix.. 2. Prepositions. General forms and use. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
- to identify writer's attitudes and viewpoints in authentic texts related to PR -to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed. - to follow the essentials of lectures, talks, reports, presentations, discussions on study and specialism related topics in standard spoken language at normal speed.	**Practical lesson 9.** 1. Communication and consumer behavior. 2. Prepositions of place. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	2
-to behave and react appropriately in common social, academic and professional situations in everyday life; - to know the topical vocabulary; - to use grammatical resources of the language; - to understand different aspects of language behaviour	**Practical lesson 10.** 1. Defining the target audience 2. Prepositions of movement. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
- to reproduce and produce effectively topical vocabulary in oral and writing speech;	**Practical lesson 11.** 1. Geography's role in planning. 2. Prepositions of time. 3. Common prepositional Phrases.	2

- to apply grammer rules.	**Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 12.** 1. Seasonality and timing 2. The Numeral. 3. Cardinal and Ordinal Numerals. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
- to gain in depth the knowledge of the topical vocabulary; - to practise and memorize the grammatical rules.	**Practical lesson 13.** 1. Competitive analysis: implications in planning. 2. Fractions. 3. Expressing quantity. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic.	2
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 14.** 1. Competitive analysis: implications in planning. 2. Telling the time, dates, telephone numbers, addresses. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2

	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	3
Unit 3. The Planning and Creative Process. The Sentence. Questions, negatives and answers		
-to identify the content and relevance of new items, articles and reports on a wide range of study and specialism related topics -to do an information search in the Internet.	**Practical lesson 15.** 1. Working with creative: implications in planning. 2. The Sentense. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	2
- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 16.** 1. Working with a communication budget. 2. Simple / compound/ complex, extended/ unextended sentences. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
- to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environment; -to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones; -to connect phrases in a simple linear way in order to describe a variety of study and specialism related topics.	**Practical lesson 17.** 1. Setting communication objectives. 2. The Subject. 3. The Predicate. 4. The Object. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	2
	Practical lesson 18.	2

-to give brief reasons for opinions, plans and actions. -to give clear, detailed descriptions and presentations on a wide range of study and specialism related topics; - to obtain information, ideas and opinions, with a large degree of independence, from a range of study and specialism related sources, understanding terminology and abbreviations, and using reference sources selectively.	1. Communication idea and briefing. 2. The Attribute. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study: revising grammar rules; developing speaking skills; writing notes conveying complex relevant information to academic and professional addressees.	2
-to understand most recorded or broadcast audio material in standard spoken language - to take an active part in conversations and discussions on most topics in academic or professional context. -to convey simple information and ideas in writing: make a plan and annotation.	**Practical lesson 19.** 1. Media communication strategy and tactics. 2. The Adverbial Modifier. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: Learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
- to reproduce and produce effectively topical vocabulary in oral and writing speech; -to practise and memorize grammatical.	**Practical lesson 20.** 1. Learning the language of media planning. 2. Word Order in Different Types of Sentences. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic.	2
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 21.** 1. Learning about media costs 2. Prepositions in wh-questions. 3. Negative statements. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study:	3

	developing grammatical skills; analyzing grammar rules; developing reading and speaking skills	
- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 22.** 1. Learning about media costs 2. Negative questions. 3. Question tags. 4. Alternative Questions. 5. Disjunctive Questions. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	3
Unit 4. Reaching the Target Audience. The Verb. Present Tense Forms		
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 23.** 1. General characteristics of media. 2. Types of verbs. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	2
- to gain in depth the knowledge of the topical vocabulary; - to practise and memorize the grammatical rules	**Practical lesson 24.** 1. Evaluating media vehicles. 2. Regular verbs and Irregular verbs. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: developing grammatical skills; analyzing grammar rules; developing reading and speaking skills	2
- to catch the main ideas of what is said by native speakers at normal speed	**Practical lesson 25.** 1. Video media. 2. State verbs and event verbs. **Resources:**	2

in an academic or professional environment. -to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones; -to connect phrases in a simple linear way in order to describe a variety of study and specialism related topics.	Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
-to give brief reasons for opinions, plans and actions. -to give clear, detailed descriptions and presentations on a wide range of study and specialism related topics; to obtain information, ideas and opinions, with a large degree of independence, from a range of study and specialism related sources, understanding terminology and abbreviations, and using reference sources selectively.	**Practical lesson 26.** 1. Audio media. 2. Time, tense and aspect. 3. *Be, have* and *have got.* **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
-to understand most recorded or broadcast audio material in standard spoken language; - to take an active part in conversations and discussions on most topics in academic or professional context; -to convey simple information and ideas in writing: make a plan and annotation.	**Practical lesson 27.** 1. Print media. 2. Present Simple. 3. Adverbs of Frequency. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	2
-to evaluate and develop materials on topic; to understand main theories and principles in current PR; - to understand authentic texts related to PR from textbooks, newspapers, magazines, specialist journals or Web based sources.	**Practical lesson 28.** 1. Out-of-home media. 2. Present Continuous. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	2

-to understand most recorded or broadcast audio material in standard spoken language - to take an active part in conversations and discussions on most topics in academic or professional context; -to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones.	**Practical lesson 29.** 1. Search engine marketing. 2. Present Simple (Indefinite) and Present Continuous (Progressive). **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
-to evaluate and develop materials on topic; -to understand main theories and principles in current PR - to understand authentic texts related to PR from textbooks, newspapers, magazines, specialist journals or Web based sources.	**Practical lesson 30.** 1. Online display advertising. 2. Time indicators. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	2
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 31.** 1. In-store media. 2. State Verbs. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	2
- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 32.** 1. Social media. 2. Present Perfect. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2

	Self-study: doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources.	2
- to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist	**Practical lesson 33.** 1. Direct response. 2. Present Perfect Continuous. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options; developing presentation skills.	3
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 34.** **1.** Alternative media. Gaming. Ethnic media. 2. Present Perfect and Present Perfect Continuous. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials	3
Unit 5. Role and Effects of Advertising. Past Forms		
-to behave and react appropriately in common social, academic and professional situations in everyday life; - to know the topical vocabulary; - to use grammatical resources of the language; - to understand different aspects of language behaviour.	**Practical lesson 35.** 1. Negative and positive effects. 2. Past simple (Indefinite). **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
-to identify the content and relevance of new items, articles and reports on a	**Practical lesson 36.** 1. Negative and positive effects. 2. Past Continuous (Progressive).	2

wide range of study and specialism related topics -to do an information search in the Internet.	**Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study: developing grammatical skills; analyzing grammar rules; developing reading and speaking skills	2
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 37.** 1. Publicity, propagandas, sales promotion 2. Interrupted past action. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 38.** 1. Publicity, propagandas, sales promotion. 2. Past Habitual. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 39.** 1. . Design, production and the role of external agencies. 2. Past Perfect. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
-to behave and react appropriately in common social, academic and professional situations in everyday life;	**Practical lesson 40.** 1. Design, production and the role of external agencies. 2. Past Perfect Continuous.	2

- to know the topical vocabulary; - to use grammatical resources of the language; - to understand different aspects of language behaviour.	**Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	2
- to identify writer's attitudes and viewpoints in authentic texts related to PR; -to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed; - to follow the essentials of lectures, talks, reports, presentations, discussions on study and specialism related topics in standard spoken language at normal speed.	**Practical lesson 41.** 1. Effects of advertising on society. 2. Sequence of Tenses. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	5
-to evaluate and develop materials on topic; to understand main theories and principles in current PR; - to understand authentic texts related to PR from textbooks, newspapers, magazines, specialist journals or Web based sources	**Practical lesson 42.** 1. Tips to produce the best advertisement layout. 2. Previous and subsequent events. **Resources:** Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	5
Разом за II семестр		**180/6**

III семестр		
Unit 1. What is Public Relations. Future Forms. Other ways of expressing future		
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 1.** 1. Functions of PR communications, planning, evaluating. Future Simple (Indefinite). 2. The construction *to be going to*. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 2.** 1. Components of PR: identifying target audience, fostering media relations. 2. Future Simple/Present Continuous, Future Continuous. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	4
- to examine features of professional texts; - to understand similarities and differences between texts; - to understand relations between parts of a text.	**Practical lesson 3.** 1. Public Relations practice and research. 2. Future Perfect. 3. Future Perfect Continuous. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	4

- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 4.** 1. PR practitioner activities: press agentry, publicity, promotion, lobbying. 2. Future time words + Present Simple. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	4
- to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist	**Practical lesson 5.** 1. Data collection methods. 2. Future time words + Present Simple. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	4
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 6.** 1. Using computer for research. 2. Offers, promises, requests. 3. Arrangements. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	4
- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases;	**Practical lesson 7.** Using the internet for search for jobsOffers, promises, requests. Arrangements **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2

- to guess the meaning of new words/expressions from context.	**Self-study:** preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	4
-to understand main theories and principles in current PR; -to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed; - to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environment.	**Practical lesson 8.** 1. New communication tools and media channels used in PR. 2. Constructions: *be about+ infinitive, be on the point + -ing form, be due to + infinitive, be sure to/ be certain to/ be bound to + infinitive, to be (un)likely to + infinitive, to be sure to + infinitive.* **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
Unit 2. Reputation. Gossip. Scandals. Modals		
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 9.** 1. Reputation Management 2. The Concept of Marketing Environment. 3. Prohibition (*mustn't – can't*). Logical assumption (*must – can't/ couldn't*). **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	4
- to know the topical vocabulary; - to use grammatical resources of the language; - to understand different aspects of language behaviour	**Practical lesson 10.** 1. Causes and consequences of reputation 2. Probability (*should/ ought*). Possibility (*can - could/ may - might*). **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
-to behave and react appropriately in common social, academic and professional situations in everyday life, and know the rules of how people should interact in these situations (recognise appropriate gestures, eye contact, personal space, and body language in each situation); - to know the topical vocabulary; - to use grammatical resources of the language;	**Practical lesson 11.** 1. Image vs. reputation. 2. Permission (*can/ could/ may /might*). Request (*can/ could/ will/ would/ may/ might*). **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
-to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones. -to connect phrases in a simple linear way in order to describe a variety of study and specialism related topics.	**Practical lesson 12.** 1. Workplace gossip. 2. Offers (*I'll/ shall/ can/ could*). Necessity. Absence of necessity **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
- to identify writer's attitudes and viewpoints in authentic texts related to PR; -to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed.	**Practical lesson 13.** 1. The danger of workplace gossip. 2. Causes and consequences of reputation Suggestions (*shall/ can/ could*). Advice (*should/ ought to/ must*). **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4

- to predict what a text will be about; - to distinguish main ideas from supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Practical lesson 14.** 1. Public Watergate scandal. 2. Criticism (*should/ ought to*). Promise (*will*). 3. Expressions similar to modal verbs. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
Unit 3. Crisis Communication. The Passive voice		
-to give brief reasons for opinions, plans and actions. -to give clear, detailed descriptions and presentations on a wide range of study and specialism related topics. to obtain information, ideas and opinions, with a large degree of independence, from a range of study and specialism related sources, understanding terminology and abbreviations, and using reference sources selectively.	**Practical lesson 15.** 1. Broad types of crisis. 2. Transformation from Active to Passive. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
-to understand most recorded or broadcast audio material in standard spoken language; - to take an active part in conversations and discussions on most topics in academic or professional context; -to convey simple information and ideas in writing: make a plan and annotation.	**Practical lesson 16.** 1. A crisis management plan. 2. Personal/ impersonal constructions. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
	Practical lesson 17. 1. Measuring corporate performance.	2

-to understand main theories and principles in current PR; -to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed; - to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environment.	2. Special passive constructions. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
-to evaluate and develop materials on topic; to understand main theories and principles in current PR; - to understand authentic texts related to PR from textbooks, newspapers, magazines, specialist journals or Web based sources.	**Practical lesson 18.** 1. Challenges facing global PR in the 21st century. 2. *Have something done. Get something done.* **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
- to follow the essentials of lectures, talks, reports, presentations, discussions on study and specialism related topics in standard spoken language at normal speed. - to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environment.	**Practical lesson 19.** 1. Challenges facing global PR in the 21st century. 2. *To be done/ being done.* **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
Unit 4. Persuasion, Propaganda & Public Opinion. Sequence of Tenses. Conditionals.		
- to predict what a text will be about; - to distinguish main ideas from supporting details;	**Practical lesson 20.** 1. Propaganda. 2. Direct speech and reported speech.	2

- to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.	**Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	5
- to examine features of professional texts; - to understand similarities and differences between texts; - to understand relations between parts of a text.	**Practical lesson 21.** 1. Persuasion. Social judgment theory 2. Present and future conditionals. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.	5
- to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)	**Practical lesson 22.** 1. Public opinion. 2. Unlikely/ unreal conditions. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	5
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 23.** 1. The Art of persuasion 2. Past conditionals. 3. Mixed conditionals. *I wish, if only, it's time*. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2

	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	5
- to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist	**Practical lesson 24.** 1. Six Principles of Influence: reciprocity, scarcity. 2. Authority. consistency, liking, consensus. 3. Time clauses. Clauses of result. Clauses of reason. Clauses of purpose. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
Unit 5. Public relations for corporate responsibility. Non-finite forms of the Verb		
- to identify writer's attitudes and viewpoints in authentic texts related to PR; - to follow the essentials of lectures, talks, reports, presentations, discussions on study and specialism related topics in standard spoken language at normal speed; - to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environment.	**Practical lesson 25.** 1. What is corporate social responsibility? 2. The Infinitive. Forms of the Infinitive and their meaning. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	5
-to understand most recorded or broadcast audio material in standard spoken language - to take an active part in conversations and discussions on most topics in academic or professional context.	**Practical lesson 26.** 1. What is CSR in public relations? 2. The Objective infinitive complex. The Subjective infinitive complex. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2

-to convey simple information and ideas in writing: make a plan and annotation.	**Self-study:** enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	5
- to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules.	**Practical lesson 27.** 1. The benefits of corporate social responsibility. 2. The Participle. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: doing grammar exercises; reading and translating a newspaper article on the topic	5
- to understand most recorded or broadcast audio material in standard spoken language - to take an active part in conversations and discussions on most topics in academic or professional context.	**Practical lesson 28.** 1. A career path to do good. 2. Forms of Gerund and its Features. **Resources:** Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
-to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones.	**Self-study:** activating topical vocabulary; revising grammar rules; developing speaking skills	8
Разом за III семестр		**180/6**
ВСЬОГО		**540/18**

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