

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ  
СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**

*Сертифікована на відповідність ДСТУ ISO 9001:2015 (ISO 9001:2015, IDT)*

**Кафедра іноземної філології та перекладу**

**ЗАТВЕРДЖЕНО**  
Рішення вченої ради  
04.05.2026  
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**ВВЕДЕНО В ДІЮ**  
Наказ від 04.05.2026 № 107

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

**FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

**РОБОЧА ПРОГРАМА**

|                      |                                                       |                                                  |
|----------------------|-------------------------------------------------------|--------------------------------------------------|
| Ступінь вищої освіти | «бакалавр» /                                          | «bachelor»                                       |
| Галузь знань         | С Соціальні науки,<br>журналістика та<br>інформація / | Social Science,<br>Journalism and<br>Information |
| Спеціальність        | С7 Журналістика /                                     | Journalism                                       |
| Освітня програма     | Реклама і зв'язки з<br>громадськістю /                | Advertising and Public<br>Relations              |

**Розробник:** Іваницька Наталя, доктор філологічних наук, професор

**Гарант освітньої програми** «Реклама та зв'язки з громадськістю» – Альона Танасійчук, доктор економічних наук, професор

Обговорено та схвалено:

на засіданні кафедри іноземної філології та перекладу 30.03.2026 р. пр. № 03;  
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## 1. ЗАГАЛЬНІ ПОЛОЖЕННЯ:

### Мета вивчення освітнього компонента

Робоча програма курсу «Іноземна мова за професійним спрямуванням» розроблена для здобувачів вищої освіти, які навчаються на спеціальності С7 «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 освітнього компонента «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 здобувачів, які здобувають перший (бакалаврський) ступінь вищої освіти, охоплює етап навчання від рівня В1+ до рівня В2 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 В2, 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 освітнього компонента її місце в освітньому процесі.**

Результатом вивчення освітнього компонента «Іноземна мова за професійним спрямуванням» для освітньої програми «Реклама 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:**

СК02. Здатність формувати інформаційний контент.

СК03. Здатність створювати медіапродукт.

**Програмними результатами навчання** здобувачів з освітнього компонента «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.

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, пов'язана з іншими нормативними обов'язковими компонентами гуманітарного спрямування. Курс також дає можливість розширювати фахові знання у процесі оволодіння професійними знаннями.

**Критерії оцінювання результатів навчання**

Критерієм успішного проходження здобувачем вищої освіти підсумкового оцінювання може бути досягнення ним мінімальних порогових рівнів оцінок за кожним запланованим результатом навчання освітнього компонента. Мінімальний пороговий рівень оцінки варто визначати за допомогою якісних критеріїв і трансформувати його в мінімальну позитивну оцінку використовуваної числової (рейтингової) шкали (табл. 1.1).

Таблиця 1.1 – Критерії оцінювання результатів навчання

| Рівні компетентності           | За шкалою ДТЕУ | Критерії оцінювання                                                                                                                                                                                                                                                           |
|--------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                              | 2              | 3                                                                                                                                                                                                                                                                             |
| Високий (дослідницький)        | 90-100         | Має обґрунтовані та всебічні знання з освітнього компонента, вміє 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 НПП виконує елементарні завдання.                                                                                                                             |
|                                | 1-34           | Ознайомлений з навчальним матеріалом на рівні розпізнавання та відтворення окремих фактів.                                                                                                                                                                                    |

Для очної форми навчання поточна робота оцінюється в 100 балів, підсумковий контроль (екзамен) оцінюється в 100 балів.

До екзамену допускаються всі здобувачі вищої освіти, які набрали за результатами поточної роботи протягом семестру 60 балів.

Результат підсумкового контролю (екзамен) з освітнього компонента для здобувачів очної форми навчання визначається як середньоарифметична сума балів поточної роботи та екзамену.

Кращим здобувачам, які повністю виконали програму з освітнього компонента, виявили активність в науково-дослідній роботі за відповідною тематикою, стали призерами студентських олімпіад, виступали на конференціях та за результатами поточної роботи набрали 90 і більше балів, науково-педагогічний працівник має право виставити результат екзамену без опитування (при усному екзамені) чи виконання екзаменаційного завдання (при письмовому екзамені).

Результат підсумкового контролю (екзамен) з освітнього компонента для здобувачів заочної форми навчання оцінюється в 100 балів, відповідно до Положення про організацію освітнього процесу від 17.06.2024 № 08 (зі змінами від 25.11.2024, протокол № 12).

Відповідно до згаданого Положення здобувач вищої освіти, який не погоджується з оцінкою, отриманою під час підсумкового контролю, має право в день оголошення результатів звернутися із заявою на ім'я директора з проханням апеляційного перегляду оцінки.

**Обсяг освітнього компонента в кредитах та його розподіл  
(тематичний план)**

| Назва теми                                                                                                                  | Кількість годин        |        |                   | Форми контролю | Бальна оцінка |           |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------|--------|-------------------|----------------|---------------|-----------|
|                                                                                                                             | Усього годин/ кредитів | з них  |                   |                |               |           |
|                                                                                                                             |                        | лекції | практичні заняття |                |               | СРС       |
| 1                                                                                                                           | 2                      | 3      | 4                 | 5              | 6             |           |
| <b>1 СЕМЕСТР</b>                                                                                                            |                        |        |                   |                |               |           |
| <b>Unit1. Unit 1. Foundations of Mass Communication. Present Tense Forms.</b>                                               | <b>38</b>              |        | <b>14</b>         | <b>24</b>      |               | <b>21</b> |
| 1. Why society needs mass communication; its influence on public opinion and social processes. Present Simple (Indefinite). | 6                      |        | 2                 | 4              | УО, Т         | 3         |
| 2. Functions of Mass Communication. Present Simple (Indefinite).                                                            | 6                      |        | 2                 | 4              | ПО, РМГ       | 3         |
| 3. Types of Mass Communication Media. Present Simple (Indefinite).                                                          | 6                      |        | 2                 | 4              | УД, Т         | 3         |
| 4. Print media, broadcast media, digital media, and transit media. Adverbs of frequency.                                    | 5                      |        | 2                 | 3              | УО, РМГ       | 3         |
| 5. Media Literacy in the Modern World. Present Continuous (Progressive).                                                    | 5                      |        | 2                 | 3              | УД, Т         | 3         |
| 6. Critical evaluation of media messages and responsible media consumption. Present Continuous (Progressive).               | 5                      |        | 2                 | 3              | УО, РМГ       | 3         |
| 7. Critical evaluation of media messages and responsible media consumption. State Verbs.                                    | 5                      |        | 2                 | 3              | ТЕ            | 3         |
| <b>Unit 2. Journalism and Media Professions. Present Tense Forms.</b>                                                       | <b>42</b>              |        | <b>14</b>         | <b>28</b>      |               | <b>21</b> |
| 1. Principles of Journalism. Present Perfect.                                                                               | 6                      |        | 2                 | 4              | УО, Т         | 3         |
| 2. Objectivity, accuracy, balance, credibility, and ethical reporting. Present Perfect.                                     | 6                      |        | 2                 | 4              | ПО, РМГ       | 3         |
| 3. The Nature of News. Present Perfect.                                                                                     | 6                      |        | 2                 | 4              | УД, Т         | 3         |
| 4. Journalism in the Modern Media Environment.. Have been (to) /have been (to).                                             | 6                      |        | 2                 | 4              | УО, РМГ       | 3         |
| 5. Journalism in the Modern Media Environment Have been (to) /have been (to).                                               | 6                      |        | 2                 | 4              | УД, Т         | 3         |
| 6. Careers in Mass Communication. Present Perfect Continuous (Progressive).                                                 | 6                      |        | 2                 | 4              | УО, РМГ       | 3         |

|                                                                                                                                                                                                                         |              |  |           |            |           |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|-----------|------------|-----------|------------|
| 7. Professional roles such as news media director, journalist, web content specialist, web producer, public relations director, marketing director, and marketing specialist. Present Perfect Continuous (Progressive). | 6            |  | 2         | 4          | П         | 3          |
| <b>Unit 3. Words in Print. Past Forms.</b>                                                                                                                                                                              | <b>40</b>    |  | <b>16</b> | <b>24</b>  |           | <b>24</b>  |
| 1. Parts of a newspaper article. Past Simple (Indefinite).                                                                                                                                                              | 5            |  | 2         | 3          | УО, Т     | 3          |
| 2. Creating a lead. Past Simple (Indefinite).                                                                                                                                                                           | 5            |  | 2         | 3          | ПО, РМГ   | 3          |
| 3. Writing for press. Past Continuous (Progressive).                                                                                                                                                                    | 5            |  | 2         | 3          | УД, Т     | 3          |
| 4. People in printed media. Past Habitual: used to.                                                                                                                                                                     | 5            |  | 2         | 3          | ТД, РМГ   | 3          |
| 5. Publishers, authors, editors. Have gone to / have been to / have been in.                                                                                                                                            | 5            |  | 2         | 3          | УД, Т     | 3          |
| 6. Journalists, columnists, short story writers. Interrupted past action.                                                                                                                                               | 5            |  | 2         | 3          | УО, РМГ   | 3          |
| 7. Visual artists, photographers. Past Perfect.                                                                                                                                                                         | 5            |  | 2         | 3          | УД, Т     | 3          |
| 8. Visual artists, photographers. Past Perfect.                                                                                                                                                                         | 5            |  | 2         | 3          | ПР        | 3          |
| <b>Unit 4. Broadcasting the News. Past Forms.</b>                                                                                                                                                                       | <b>40</b>    |  | <b>16</b> | <b>24</b>  |           | <b>24</b>  |
| 1. Broadcasting worldwide news. Past Perfect Continuous.                                                                                                                                                                | 5            |  | 2         | 3          | УО, Т     | 3          |
| 2. Writing for radio and television. Past Perfect Continuous.                                                                                                                                                           | 5            |  | 2         | 3          | ПО, РМГ   | 3          |
| 3. People in broadcasting journalism. Previous and subsequent events.                                                                                                                                                   | 5            |  | 2         | 3          | УД, Т     | 3          |
| 4. Newsreader. Sequence of Tenses.                                                                                                                                                                                      | 5            |  | 2         | 3          | УО, РМГ   | 3          |
| 5. Broadcast journalist. Previous and subsequent events.                                                                                                                                                                | 5            |  | 2         | 3          | УД, Т     | 3          |
| 6. Investigative journalist. Sequence of Tenses.                                                                                                                                                                        | 5            |  | 2         | 3          | ТД, РМГ   | 3          |
| 7. Digital journalist. Sequence of Tenses.                                                                                                                                                                              | 5            |  | 2         | 3          | ТЕ        | 3          |
| 8. Digital journalist. Sequence of Tenses.                                                                                                                                                                              | 5            |  | 2         | 3          | ПР        | 3          |
| <b>Індивідуальне завдання</b>                                                                                                                                                                                           | <b>20</b>    |  |           | <b>20</b>  | <b>ІЗ</b> | <b>10</b>  |
| <b>Разом за 1 семестр</b>                                                                                                                                                                                               | <b>180/6</b> |  | <b>60</b> | <b>120</b> |           | <b>100</b> |
| <b>Підсумковий контроль – екзамен</b>                                                                                                                                                                                   |              |  |           |            |           |            |

| <b>2 СЕМЕСТР</b>                                                                                                                                                                                                                                              |           |  |           |          |                   |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|-----------|----------|-------------------|-----------|
| <b>Unit 1. Digital Journalism and Online News. Future Forms.</b>                                                                                                                                                                                              | <b>21</b> |  | <b>14</b> | <b>7</b> |                   | <b>42</b> |
| 1. Journalism in the Digital Age. Future Simple/ Be Going to.                                                                                                                                                                                                 | 3         |  | 2         | 1        | УО, ПО,<br>УД     | 6         |
| 2. The transformation of journalism in the era of the Internet and digital technologies. Future Simple/ Present Continuous.                                                                                                                                   | 3         |  | 2         | 1        | УД, ТД,<br>МК     | 6         |
| 3. Social Media as a Source of News. Future Continuous.                                                                                                                                                                                                       | 3         |  | 2         | 1        | УО, РМГ,<br>УД, Т | 6         |
| 4. The role of social networks in news distribution and information sharing. Future Perfect. Future Perfect Continuous.                                                                                                                                       | 3         |  | 2         | 1        | УО, Т, ТЕ         | 6         |
| 5. Blogger vs. Reporter. Future-in- the Past tense forms. Other ways of expressing the future. Future time words + Present Simple.                                                                                                                            | 3         |  | 2         | 1        | ПО, РМГ,<br>ПР    | 6         |
| 6. Differences between professional journalism and citizen journalism. Offers, promises, requests. Arrangements.                                                                                                                                              | 3         |  | 2         | 1        | УО, ПО,<br>МК     | 6         |
| 7. Fake News and Misinformation in Social Media. 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. | 3         |  | 2         | 1        | ТД, Т, ПР         | 6         |
| <b>Unit 2. Social Media Platforms and Communication Tools. Modals.</b>                                                                                                                                                                                        | <b>24</b> |  | <b>16</b> | <b>8</b> |                   | <b>48</b> |
| 1. The Role of Social Media in Modern Communication. Necessity (must - have to - should/ ought – need).                                                                                                                                                       | 3         |  | 2         | 1        | УО, ПО,<br>УД     | 6         |
| 2. Functions and influence of social networking platforms. Absence of necessity (needn't/ don't have to / don't need to – didn't need to – needn't have done).                                                                                                | 3         |  | 2         | 1        | УД, ТД,<br>МК     | 6         |
| 3. Blogs and Online Content Creation. Prohibition (mustn't – can't). Logical assumption (must – can't/ couldn't).                                                                                                                                             | 3         |  | 2         | 1        | УО, РМГ,<br>УД, Т | 6         |
| 4. Blogging as a form of digital communication and journalism. Probability (should/ ought). Possibility (can - could/ may - might).                                                                                                                           | 3         |  | 2         | 1        | УО, Т, ТЕ         | 6         |
| 5. Major Social Media Platforms. Permission (can/ could/ may /might).                                                                                                                                                                                         | 3         |  | 2         | 1        | ПО, РМГ,<br>ПР    | 6         |
| 6. Facebook, Twitter, Instagram, LinkedIn and their communication features. Request (can/ could/ will/ would/ may/ might).                                                                                                                                    | 3         |  | 2         | 1        | УО, ПО,<br>МК     | 6         |

|                                                                                                                                                                                                |             |  |           |           |                |            |
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| 7. Multimedia Platforms for Content Sharing. Offers (I'll/ shall/ can/ could). Suggestions (shall/ can/ could).                                                                                | 3           |  | 2         | 1         | УО, ПО, ТД     | 6          |
| 8. YouTube, Vimeo, Flickr and their role in visual and video communication. Advice (should/ ought to/ must). Criticism (should/ ought to). Promise (will). Expressions similar to modal verbs. | 3           |  | 2         | 1         | ТД, Т, ПР      | 6          |
| <b>Індивідуальне завдання</b>                                                                                                                                                                  | 15          |  |           | 15        | ІЗ             | 10         |
| <b>Разом за 2 семестр</b>                                                                                                                                                                      | <b>60/2</b> |  | <b>30</b> | <b>30</b> |                | <b>100</b> |
| <b>Підсумковий контроль – залік</b>                                                                                                                                                            |             |  |           |           |                |            |
| <b>3 СЕМЕСТР</b>                                                                                                                                                                               |             |  |           |           |                |            |
| <b>Unit 1. An Introduction to Advertising. The Passive Voice.</b>                                                                                                                              | <b>21</b>   |  | <b>14</b> | <b>7</b>  |                | <b>42</b>  |
| 1. The evolution of advertising. Transformation from Active to Passive.                                                                                                                        | 3           |  | 2         | 1         | УО, ПО, УД     | 6          |
| 2. The environment of advertising. Transformation from Active to Passive.                                                                                                                      | 3           |  | 2         | 1         | УД, ТД, МК     | 6          |
| 3. The business of advertising. Personal/ impersonal constructions.                                                                                                                            | 3           |  | 2         | 1         | УО, РМГ, УД, Т | 6          |
| 4. Role of communication in advertising and marketing. Special passive constructions. Have something done.                                                                                     | 3           |  | 2         | 1         | УО, Т, ТЕ      | 6          |
| 5. Role of communication in advertising and marketing. Get something done. To be done/ being done.                                                                                             | 3           |  | 2         | 1         | ПО, РМГ, П     | 6          |
| 6. Advertising as communication. To be done/ being done.                                                                                                                                       | 3           |  | 2         | 1         | УО, ПО, МК     | 6          |
| 7. Advertising as communication. To be done/ being done.                                                                                                                                       | 3           |  | 2         | 1         | ТД, Т, ПР      | 6          |
| <b>Unit 2. Understanding the Target Audience. Reported Speech.</b>                                                                                                                             | <b>24</b>   |  | <b>16</b> | <b>8</b>  |                | <b>48</b>  |
| 1. Targeting and the marketing mix. Types of reported speech - statements, questions, and commands.                                                                                            | 3           |  | 2         | 1         | УО, ПО, УД     | 6          |
| 2. Targeting and the marketing mix. Types of reported speech - statements, questions, and commands.                                                                                            | 3           |  | 2         | 1         | УД, ТД, МК     | 6          |
| 3. Communication and consumer behavior. Types of reported speech - statements, questions, and commands.                                                                                        | 3           |  | 2         | 1         | УО, РМГ, УД, Т | 6          |
| 4. Defining the target audience. Tenses in reported speech.                                                                                                                                    | 3           |  | 2         | 1         | УО, Т, ТЕ      | 6          |
| 5. Geography's role in planning. Reporting verbs.                                                                                                                                              | 3           |  | 2         | 1         | ПО, РМГ, П     | 6          |
| 6. Seasonality and timing. Reported questions.                                                                                                                                                 | 3           |  | 2         | 1         | УО, ПО, МК     | 6          |
| 7. Competitive analysis: implications in planning. Reported speech vs. direct speech.                                                                                                          | 3           |  | 2         | 1         | УО, ПО, ТД     | 6          |

|                                                                                       |             |  |           |           |                |            |
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| 8. Competitive analysis: implications in planning. Reported speech vs. direct speech. | 3           |  | 2         | 1         | ТД, Т, ПР      | 6          |
| <b>Індивідуальне завдання</b>                                                         | 15          |  |           | 15        | ІЗ             | 10         |
| <b>Разом за 3 семестр</b>                                                             | <b>60/2</b> |  | <b>30</b> | <b>30</b> |                | <b>100</b> |
| <b>Підсумковий контроль – залік</b>                                                   |             |  |           |           |                |            |
| <b>4 СЕМЕСТР</b>                                                                      |             |  |           |           |                |            |
| <b>Unit 1. The Planning and Creative Process. Conditionals.</b>                       | <b>21</b>   |  | <b>14</b> | <b>7</b>  |                | <b>42</b>  |
| 1. Working with creative: implications in planning. Present and future conditionals.  | 3           |  | 2         | 1         | УО, ПО, УД     | 6          |
| 2. Working with a communication budget. Present and future conditionals.              | 3           |  | 2         | 1         | УД, ТД, МК     | 6          |
| 3. Setting communication objectives. Present and future conditionals.                 | 3           |  | 2         | 1         | УО, РМГ, УД, Т | 6          |
| 4. Communication idea and briefing. Past conditionals.                                | 3           |  | 2         | 1         | УО, Т, ТЕ      | 6          |
| 5. Media communication strategy and tactics. Past conditionals.                       | 3           |  | 2         | 1         | ПО, РМГ, ПР    | 6          |
| 6. Learning the language of media planning. Mixed conditionals.                       | 3           |  | 2         | 1         | УО, ПО, МК     | 6          |
| 7. Learning about media costs. Mixed conditionals.                                    | 3           |  | 2         | 1         | ТД, Т, П       | 6          |
| <b>Unit 2. Reaching the Target Audience. Wishes and regrets.</b>                      | <b>24</b>   |  | <b>16</b> | <b>8</b>  |                | <b>48</b>  |
| 1. General characteristics of media. Wishes and regrets.                              | 3           |  | 2         | 1         | УО, ПО, УД     | 6          |
| 2. Evaluating media vehicles. Wishes and regrets.                                     | 3           |  | 2         | 1         | УД, ТД, МК     | 6          |
| 3. Video media. Audio media. Print media. Out-of-home media. Wish + Past Continuous.  | 3           |  | 2         | 1         | УО, РМГ, УД, Т | 6          |
| 4. Search engine marketing. Wish + Past Perfect.                                      | 3           |  | 2         | 1         | УО, Т, ТЕ      | 6          |
| 5. Online display advertising. In-store media. Social media. Wish + Would.            | 3           |  | 2         | 1         | ПО, РМГ, ПР    | 6          |
| 6. Direct response. Wish + To Infinitive.                                             | 3           |  | 2         | 1         | УО, ПО, МК     | 6          |
| 7. Alternative media. Gaming. Wish + To Infinitive.                                   | 3           |  | 2         | 1         | УО, ПО, ТД     | 6          |
| 8. Ethnic media. I Wish/ If Only.                                                     | 3           |  | 2         | 1         | ТД, Т, П       | 6          |
| <b>Індивідуальне завдання</b>                                                         | 15          |  |           | 15        | ІЗ             | 10         |
| <b>Разом за 4 семестр</b>                                                             | <b>60/2</b> |  | <b>30</b> | <b>30</b> |                | <b>100</b> |
| <b>Підсумковий контроль – залік</b>                                                   |             |  |           |           |                |            |

| <b>5 СЕМЕСТР</b>                                                                                                                                        |             |  |           |           |                |            |
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| <b>Unit 1. What is Public Relations. Nouns. Pronouns.</b>                                                                                               | <b>21</b>   |  | <b>14</b> | <b>7</b>  |                | <b>42</b>  |
| 1. Functions of PR communications, planning, evaluating. Countable and uncountable nouns.                                                               | 3           |  | 2         | 1         | УО, ПО, УД     | 6          |
| 2. Components of PR: identifying target audience, fostering media relations. Singular and plural nouns.                                                 | 3           |  | 2         | 1         | УД, ТД, МК     | 6          |
| 3. Public Relations practice and research. Singular and plural nouns.                                                                                   | 3           |  | 2         | 1         | УО, РМГ, УД, Т | 6          |
| 4. PR practitioner activities: press agency, publicity, promotion, lobbying. Abstract and concrete nouns.                                               | 3           |  | 2         | 1         | УО, Т, ТЕ      | 6          |
| 5. Data collection methods. Compound nouns.                                                                                                             | 3           |  | 2         | 1         | ПО, РМГ, П     | 6          |
| 6. Using computer for research. Personal pronouns.                                                                                                      | 3           |  | 2         | 1         | УО, ПО, МК     | 6          |
| 7. Using the internet for search for jobs. New communication tools and media channels used in PR. Reflexive pronouns. Indefinite and negative pronouns. | 3           |  | 2         | 1         | ТД, Т, ПР      | 6          |
| <b>Unit 2. Reputation. Gossip. Scandals. Determiners and quantifiers.</b>                                                                               | <b>24</b>   |  | <b>16</b> | <b>8</b>  |                | <b>48</b>  |
| 1. Reputation Management. Determiners and quantifiers.                                                                                                  | 3           |  | 2         | 1         | УО, ПО, УД     | 6          |
| 2. Causes and consequences of reputation. Specific and general determiners.                                                                             | 3           |  | 2         | 1         | УД, ТД, МК     | 6          |
| 3. Image vs. reputation. The indefinite article: 'a' and 'an'.                                                                                          | 3           |  | 2         | 1         | УО, РМГ, УД, Т | 6          |
| 4. Workplace gossip. The definite article: 'the'.                                                                                                       | 3           |  | 2         | 1         | УО, Т, ТЕ      | 6          |
| 5. The danger of workplace gossip. Interrogative determiners: 'which' and 'what'.                                                                       | 3           |  | 2         | 1         | ПО, РМГ, П     | 6          |
| 6. Public scandal. Interrogative determiners: 'which' and 'what'.                                                                                       | 3           |  | 2         | 1         | УО, ПО, МК     | 6          |
| 7. Watergate scandal. Quantifiers.                                                                                                                      | 3           |  | 2         | 1         | УО, ПО, ТД     | 6          |
| 8. Watergate scandal. Numbers.                                                                                                                          | 3           |  | 2         | 1         | ТД, Т, ПР      | 6          |
| <b>Індивідуальне завдання</b>                                                                                                                           | <b>15</b>   |  |           | <b>15</b> | <b>ІЗ</b>      | <b>10</b>  |
| <b>Разом за 5 семестр</b>                                                                                                                               | <b>60/2</b> |  | <b>30</b> | <b>30</b> |                | <b>100</b> |
| <b>Підсумковий контроль – залік</b>                                                                                                                     |             |  |           |           |                |            |

| <b>6 СЕМЕСТР</b>                                                                                                                                                                                  |             |  |           |           |                |            |
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| <b>Unit 1. Crisis Communication. Adjectives.</b>                                                                                                                                                  | <b>21</b>   |  | <b>12</b> | <b>9</b>  |                | <b>42</b>  |
| 1. Broad types of crisis. Adjectives. Gradable and non-gradable adjectives.                                                                                                                       | 3           |  | 2         | 1         | УО, ПО, УД, Т  | 7          |
| 2. A crisis management plan. Degrees of comparison of adjectives.                                                                                                                                 | 4           |  | 2         | 2         | УД, ТД, МК, Т  | 7          |
| 3. Measuring corporate performance. Degrees of comparison of adjectives.                                                                                                                          | 3           |  | 2         | 1         | УО, ПО, П      | 7          |
| 4. Measuring corporate performance. Comparative and superlative forms of adjectives.                                                                                                              | 4           |  | 2         | 2         | УО, Т, ТЕ, РМГ | 7          |
| 5. Challenges facing global PR in the 21st century. Comparative structures: as...as, not so..as, the more...the less, the same as, the+ comparitive, so and such, enough and too with adjectives. | 3           |  | 2         | 1         | ПО, РМГ, ПР, Т | 7          |
| 6. Challenges facing global PR in the 21st century. Comparative structures: as...as, not so..as, the more...the less, the same as, the+ comparitive, so and such, enough and too with adjectives. | 4           |  | 2         | 2         | УО, ПО, МК, Т  | 7          |
| <b>Unit 2. Persuasion, Propaganda &amp; Public Opinion. Adverbs.</b>                                                                                                                              | <b>24</b>   |  | <b>12</b> | <b>12</b> |                | <b>48</b>  |
| 1. Propaganda. Persuasion. Adverbs. Adverbs of frequency, time, place and manner.                                                                                                                 | 3           |  | 2         | 2         | УО, ПО, УД, Т  | 8          |
| 2. Social judgment theory. Adverbs of probability, degree, and completeness.                                                                                                                      | 4           |  | 2         | 2         | УД, ТД, МК, Т  | 8          |
| 3. Public opinion. Connecting adverbs (so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even).                                                                 | 3           |  | 2         | 2         | УО, ПО, П      | 8          |
| 4. The Art of persuasion. Connecting adverbs (so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even).                                                          | 4           |  | 2         | 2         | УО, Т, ТЕ, РМГ | 8          |
| 5. Six Principles of Influence: reciprocity, scarcity. Comparison of adverbs.                                                                                                                     | 3           |  | 2         | 2         | ПО, РМГ, ПР, Т | 8          |
| 6. Authority. consistency, liking, consensus. Adverbs of degree: quite – rather.                                                                                                                  | 4           |  | 2         | 2         | УО, ПО, МК, Т  | 8          |
| <b>Індивідуальне завдання</b>                                                                                                                                                                     | <b>15</b>   |  |           | <b>15</b> | <b>ІЗ</b>      | <b>10</b>  |
| <b>Разом за 6 семестр</b>                                                                                                                                                                         | <b>60/2</b> |  | <b>24</b> | <b>36</b> |                | <b>100</b> |
| <b>Підсумковий контроль – залік</b>                                                                                                                                                               |             |  |           |           |                |            |

| <b>7 СЕМЕСТР</b>                                                                                                        |             |  |           |           |                   |            |
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| <b>Unit 1. Public relations for corporate responsibility. Prepositions.</b>                                             | <b>21</b>   |  | <b>14</b> | <b>7</b>  |                   | <b>42</b>  |
| 1. What is corporate social responsibility? Prepositions. Prepositions of position and movement.                        | 3           |  | 2         | 1         | УО, ПО,<br>УД     | 6          |
| 2. What is CSR in public relations? Prepositions of position and movement.                                              | 3           |  | 2         | 1         | УД, ТД,<br>МК     | 6          |
| 3. What is CSR in public relations? Prepositions of time.                                                               | 3           |  | 2         | 1         | УО, РМГ,<br>УД, Т | 6          |
| 4. The benefits of corporate social responsibility. Prepositions after verbs.                                           | 3           |  | 2         | 1         | УО, Т, ТЕ         | 6          |
| 5. The benefits of corporate social responsibility. Prepositions after nouns.                                           | 3           |  | 2         | 1         | ПО, РМГ,<br>П     | 6          |
| 6. A career path to do good. Phrase verbs.                                                                              | 3           |  | 2         | 1         | УО, ПО,<br>МК     | 6          |
| 7. A career path to do good. Phrase verbs.                                                                              | 3           |  | 2         | 1         | ТД, Т, ПР         | 6          |
| <b>Unit 2. Ethics in PR. Relative Clauses.</b>                                                                          | <b>24</b>   |  | <b>16</b> | <b>8</b>  |                   | <b>48</b>  |
| 1. Fundamentals of Ethics in Communication. Relative Clauses.                                                           | 3           |  | 2         | 1         | УО, ПО,<br>УД     | 6          |
| 2. Basic ethical principles, professional responsibility, honesty and transparency in communication. Relative Clauses.  | 3           |  | 2         | 1         | УД, ТД,<br>МК     | 6          |
| 3. Ethical Standards in Public Relations. Defining and Non-Defining Relative Clause.                                    | 3           |  | 2         | 1         | УО, РМГ,<br>УД, Т | 6          |
| 4. International PR ethical codes, professional conduct, and accountability. Defining and Non-Defining Relative Clause. | 3           |  | 2         | 1         | УО, Т, ТЕ         | 6          |
| 5. Ethical Decision-Making in Professional Situations. Defining and Non-Defining Relative Clause.                       | 3           |  | 2         | 1         | ПО, РМГ,<br>П     | 6          |
| 6. Corporate Social Responsibility and Ethical Communication. Relative clauses with who/that/which.                     | <b>3</b>    |  | 2         | 1         | УО, ПО,<br>МК     | 6          |
| 7. The role of CSR, ethical branding, and responsible messaging. Relative clauses with who/that/which.                  | 3           |  | 2         | 1         | УО, ПО,<br>ТД     | 6          |
| 8. The role of CSR, ethical branding, and responsible messaging. Relative clauses with whose/whom/where.                | 3           |  | 2         | 1         | ТД, Т, ПР         | 6          |
| <b>Індивідуальне завдання</b>                                                                                           | 15          |  |           | 15        | ІЗ                | <b>10</b>  |
| <b>Разом за 7 семестр</b>                                                                                               | <b>60/2</b> |  | <b>30</b> | <b>30</b> |                   | <b>100</b> |
| <b>Підсумковий контроль – залік</b>                                                                                     |             |  |           |           |                   |            |

| 8 CEMECTP                                                                                                             |           |  |           |           |         |           |
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| <b>Unit1. Challenges in Public Relations. The Infinitive.</b>                                                         | <b>38</b> |  | <b>14</b> | <b>24</b> |         | <b>21</b> |
| 1. Crisis Communication and Reputation Management. Non-finite forms of the Verb.                                      | 6         |  | 2         | 4         | УО, Т   | 3         |
| 2. Strategies for responding to crises and protecting organizational reputation. Non-finite forms of the Verb.        | 6         |  | 2         | 4         | ПО, РМГ | 3         |
| 3. Media Relations and Information Control. Non-finite forms of the Verb.                                             | 6         |  | 2         | 4         | УД, Т   | 3         |
| 4. Working with journalists, press releases, and maintaining credibility. Non-finite forms of the Verb.               | 5         |  | 2         | 3         | УО, РМГ | 3         |
| 5. Managing Public Opinion and Stakeholder Expectations. Non-finite forms of the Verb.                                | 5         |  | 2         | 3         | УД, Т   | 3         |
| 6. Ethical and Cultural Challenges in Global PR. The Infinitive.                                                      | 5         |  | 2         | 3         | УО, РМГ | 3         |
| 7. Intercultural communication and ethical issues in international contexts. The Infinitive.                          | 5         |  | 2         | 3         | ТЕ      | 3         |
| <b>Unit 2. PR in the Digital Age. The Infinitive.</b>                                                                 | <b>42</b> |  | <b>14</b> | <b>28</b> |         | <b>21</b> |
| 1. Digital Communication Tools in Public Relations. The Objective infinitive complex.                                 | 6         |  | 2         | 4         | УО, Т   | 3         |
| 2. Social media platforms, online communication channels, and digital storytelling. The Objective infinitive complex. | 6         |  | 2         | 4         | ПО, РМГ | 3         |
| 3. Content Creation and Online Brand Image. The Objective infinitive complex.                                         | 6         |  | 2         | 4         | УД, Т   | 3         |
| 4. Influencer Marketing and Online Communities. The Objective infinitive complex.                                     | 6         |  | 2         | 4         | УО, РМГ | 3         |
| 5. Data Analytics and Measuring PR Effectiveness. The Subjective infinitive complex.                                  | 6         |  | 2         | 4         | УД, Т   | 3         |
| 6. Using analytics, metrics, and digital monitoring tools in PR campaigns. The Subjective infinitive complex.         | 6         |  | 2         | 4         | УО, РМГ | 3         |
| 7. Using analytics, metrics, and digital monitoring tools in PR campaigns. The Subjective infinitive complex.         | 6         |  | 2         | 4         | П       | 3         |
| <b>Unit 3. Strategic Communication and Campaign Planning. Participles.</b>                                            | <b>40</b> |  | <b>16</b> | <b>24</b> |         | <b>24</b> |
| 1. Strategic Communication in Public Relations. Participles.                                                          | 5         |  | 2         | 3         | УО, Т   | 3         |
| 2. The concept of strategic communication and long-term communication planning. Participles.                          | 5         |  | 2         | 3         | ПО, РМГ | 3         |

|                                                                                                                          |               |  |            |            |           |            |
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| 3. PR Campaign Planning. The Objective Participle complex.                                                               | 5             |  | 2          | 3          | УД, Т     | 3          |
| 4. PR Campaign Planning. The Objective Participle complex.                                                               | 5             |  | 2          | 3          | ТД, РМГ   | 3          |
| 5. Message Design and Communication Strategy. The Objective Participle complex.                                          | 5             |  | 2          | 3          | УД, Т     | 3          |
| 6. Developing persuasive messages for different audiences and communication channels. The Subjective Participle complex. | 5             |  | 2          | 3          | УО, РМГ   | 3          |
| 7. Developing persuasive messages for different audiences and communication channels. The Subjective Participle complex. | 5             |  | 2          | 3          | УД, Т     | 3          |
| 8. Evaluating Communication Campaigns. The Subjective Participle complex.                                                | 5             |  | 2          | 3          | ПР        | 3          |
| <b>Unit 4. Branding and Corporate Identity. The Gerund.</b>                                                              | <b>40</b>     |  | <b>16</b>  | <b>24</b>  |           | <b>24</b>  |
| 1. The Concept of Brand and Brand Identity. The Gerund.                                                                  | 5             |  | 2          | 3          | УО, Т     | 3          |
| 2. Brand image, brand positioning and corporate identity. The Gerund.                                                    | 5             |  | 2          | 3          | ПО, РМГ   | 3          |
| 3. Brand Communication Strategies. The Gerund.                                                                           | 5             |  | 2          | 3          | УД, Т     | 3          |
| 4. Communicating brand values through media and public relations. Complexes with the Gerund.                             | 5             |  | 2          | 3          | УО, РМГ   | 3          |
| 5. Corporate Image and Brand Reputation. Complexes with the Gerund.                                                      | 5             |  | 2          | 3          | УД, Т     | 3          |
| 6. The relationship between branding, reputation, and public perception.                                                 | 5             |  | 2          | 3          | ТД, РМГ   | 3          |
| 7. Storytelling and Brand Narratives. Complexes with the Gerund.                                                         | 5             |  | 2          | 3          | ТЕ        | 3          |
| 8. Storytelling and Brand Narratives. Complexes with the Gerund.                                                         | 5             |  | 2          | 3          | ПР        | 3          |
| <b>Індивідуальне завдання</b>                                                                                            | <b>20</b>     |  |            | <b>20</b>  | <b>ІЗ</b> | <b>10</b>  |
| <b>Разом за 8 семестр</b>                                                                                                | <b>180/6</b>  |  | <b>60</b>  | <b>120</b> |           | <b>100</b> |
| <b>Підсумковий контроль – екзамен</b>                                                                                    |               |  |            |            |           |            |
| <b>ВСЬОГО</b>                                                                                                            | <b>720/24</b> |  | <b>294</b> | <b>426</b> |           |            |

**Перелік умовних позначень форм контролю та оцінка їх у балах:**

УО – усне опитування на практичних заняттях – 2 бали.

ПО – письмове опитування на практичних заняттях – 2 бали.

УД – участь у дискусії – 2 бали.

ТД – термінологічний диктант – 2 бали.

МК – складання ментальної карти – 2 бали.

ТЕ – написання есе – 3 бали.

П – презентація – 3 бали.

ПР – розробка проектного завдання – 3 бали.

Т – тестування – 1 бал.

РМГ – робота в малих групах – 1 бал.

ІЗ – індивідуальне завдання – 10 балів (підготовка проектів на розвиток softskills / участь у наукових заходах). За бажанням здобувачі вищої освіти можуть отримати бали за індивідуальне завдання, виконавши завдання в межах неформальної освіти, узгодивши обсяг роботи із викладачем.

## II. ПРОГРАМА ОСВІТНЬОГО КОМПОНЕНТА

**Зміст освітнього компонента** (теми програми).

### 1 СЕМЕСТР

#### **Unit 1. Foundations of Mass Communication.**

##### **Present Tense Forms**

Why society needs mass communication; its influence on public opinion and social processes. Functions of Mass Communication. Types of Mass Communication Media. Print media, broadcast media, digital media, and transit media. Media Literacy in the Modern World. Critical evaluation of media messages and responsible media consumption.

Present Tense Forms. Present Simple (Indefinite). Adverbs of frequency. Present Continuous (Progressive). State Verbs.

#### **Unit 2. Journalism and Media Professions. Present Tense Forms**

Principles of Journalism. Objectivity, accuracy, balance, credibility, and ethical reporting. The Nature of News. Journalism in the Modern Media Environment. Careers in Mass Communication. Professional roles such as news media director, journalist, web content specialist, web producer, public relations director, marketing director, and marketing specialist.

Present Perfect. Have been (to) /have been (to). Present Perfect Continuous (Progressive).

#### **Unit 3. Words in Print. Past Forms**

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.

Past Simple (Indefinite). Past Continuous (Progressive). Past Habitual: used to. Have gone to / have been to / have been in. Interrupted past action. Past Perfect.

#### **Unit 4. Broadcasting the News. Past Forms**

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

Past Perfect Continuous. Previous and subsequent events. Sequence of Tenses.

### 2 СЕМЕСТР

#### **Unit 1. Digital Journalism and Online News. Future Forms**

Journalism in the Digital Age. The transformation of journalism in the era of the Internet and digital technologies. Social Media as a Source of News. The role of social networks in news distribution and information sharing. Blogger vs. Reporter. Differences between professional journalism and citizen journalism. Fake News and Misinformation in Social Media.

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 the 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. Social Media Platforms and Communication Tools. Modals**

The Role of Social Media in Modern Communication. Functions and influence of social networking platforms. Blogs and Online Content Creation. Blogging as a form of digital communication and journalism. Major Social Media Platforms. Facebook, Twitter, Instagram, LinkedIn and their communication features. Multimedia Platforms for Content Sharing. YouTube, Vimeo, Flickr and their role in visual and video communication.

Modals. 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 like modal verbs.

## **3 CEMECTP**

### **Unit 1. An Introduction to Advertising. The Passive Voice**

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

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 2. Understanding the Target Audience. Reported Speech**

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.

Reported Speech. Types of reported speech - statements, questions, and commands. Tenses in reported speech. Reporting verbs. Reported questions. Reported speech vs. direct speech.

## 4 CEMECTP

### **Unit 1. The Planning and Creative Process. Conditionals**

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.

Conditionals. Present and future conditionals. Past conditionals. Mixed conditionals.

### **Unit 2. Reaching the Target Audience. Wishes and regrets**

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.

Wishes and regrets. Wish + Past Continuous. Wish + Past Perfect. Wish + Would. Wish + To Infinitive. I Wish/ If Only.

## 5 CEMECTP

### **Unit 1. What is Public Relations. Nouns. Pronouns**

Functions of PR communications, planning, evaluating. Components of PR: identifying target audience, fostering media relations. Public Relations practice and research. PR practitioner activities: press agency, 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.

Nouns. Countable and uncountable nouns. Singular and plural nouns. Abstract and concrete nouns. Compound nouns. Pronouns. Personal pronouns. Reflexive pronouns. Indefinite and negative pronouns.

### **Unit 2. Reputation. Gossip. Scandals. Determiners and quantifiers**

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

Determiners and quantifiers. Specific and general determiners. The indefinite article: 'a' and 'an'. The definite article: 'the'. Interrogative determiners: 'which' and 'what'. Quantifiers. Numbers.

## 6 CEMECTP

### **Unit 1. Crisis Communication. Adjectives**

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

Adjectives. Gradable and non-gradable adjectives. 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+ comparative, so and such, enough and too with adjectives.

### **Unit 2. Persuasion, Propaganda & Public Opinion. Adverbs**

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

Adverbs. 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.

## **7 CEMECTP**

### **Unit 1. Public relations for corporate responsibility. Prepositions**

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

Prepositions. Prepositions of position and movement. Prepositions of time. Prepositions of time. Prepositions after verbs. Prepositions after nouns. Phrase verbs.

### **Unit 2 Ethics in PR. Relative Clauses**

Fundamentals of Ethics in Communication. Basic ethical principles, professional responsibility, honesty and transparency in communication. Ethical Standards in Public Relations. International PR ethical codes, professional conduct, and accountability. Ethical Decision-Making in Professional Situations. Corporate Social Responsibility and Ethical Communication. The role of CSR, ethical branding, and responsible messaging.

Relative Clauses. Defining and Non-Defining Relative Clause. Relative clauses with who/that/which. Relative clauses with whose/whom/where.

## **8 CEMECTP**

### **Unit 1. Challenges in Public Relations. The Infinitive**

Crisis Communication and Reputation Management. Strategies for responding to crises and protecting organizational reputation. Media Relations and Information Control. Working with journalists, press releases, and maintaining credibility. Managing Public Opinion and Stakeholder Expectations. Ethical and Cultural Challenges in Global PR. Intercultural communication and ethical issues in international contexts.

Non-finite forms of the Verb. The Infinitive.

## **Unit 2. PR in the Digital Age. The Infinitive**

Digital Communication Tools in Public Relations. Social media platforms, online communication channels, and digital storytelling. Content Creation and Online Brand Image. Influencer Marketing and Online Communities. Data Analytics and Measuring PR Effectiveness. Using analytics, metrics, and digital monitoring tools in PR campaigns.

The Objective infinitive complex. The Subjective infinitive complex.

## **Unit 3. Strategic Communication and Campaign Planning. Participles**

Strategic Communication in Public Relations. The concept of strategic communication and long-term communication planning. PR Campaign Planning. Message Design and Communication Strategy. Developing persuasive messages for different audiences and communication channels. Evaluating Communication Campaigns.

Participles. The Objective Participle complex. The Subjective Participle complex.

## **Unit 4. Branding and Corporate Identity. The Gerund**

The Concept of Brand and Brand Identity. Brand image, brand positioning and corporate identity. Brand Communication Strategies. Communicating brand values through media and public relations. Corporate Image and Brand Reputation. The relationship between branding, reputation, and public perception. Storytelling and Brand Narratives.

The Gerund. Complexes with the Gerund.

## Структура освітнього компонента

| Результат навчання                                                                                                                                                                                                                           | Навчальна діяльність                                                                                                                                                                                                                                                                               | Робочий час здобувача, год. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>1 СЕМЕСТР</b>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |                             |
| <b>Unit 1. Foundations of Mass Communication. Present Tenses</b>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |                             |
| to understand key concepts and terms related to mass communication; to use topic-related vocabulary when discussing media and communication processes; to use Present Simple and Present Continuous tenses correctly in professional context | <b>Practical lesson 1.</b><br>1. Why society needs mass communication; its influence on public opinion and social processes.<br>2. Present Simple (Indefinite).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31. | 2                           |
|                                                                                                                                                                                                                                              | <b>Self-study:</b><br>analysing and using a range of lexical units in context-based language tasks;<br>applying grammatical structures when completing written and oral assignments                                                                                                                | 4                           |
| to listen to and understand audio/video materials on media topics; to express opinions about media influence using appropriate language;                                                                                                     | <b>Practical lesson 2.</b><br>1. Functions of Mass Communication.<br>2. Present Simple (Indefinite).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                                            | 2                           |
|                                                                                                                                                                                                                                              | <b>Self-study:</b><br>extracting and recording new vocabulary from authentic materials for active use;<br>practising grammatical accuracy through transformation and substitution exercises.                                                                                                       | 4                           |
| to identify and describe different types of mass media; to explain the role and functions of mass communication in society                                                                                                                   | <b>Practical lesson 3.</b><br>1. Types of Mass Communication Media. 2. Present Simple (Indefinite).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                                             | 2                           |
|                                                                                                                                                                                                                                              | <b>Self-study:</b><br>identifying and summarising key lexical items in professional reading tasks;<br>constructing grammatically correct sentences in controlled and semi-controlled practice.                                                                                                     | 4                           |

|                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| to aware and control the organisation of the meaning of grammatical elements;<br>to implement knowledge into practice;<br>to identify understanding of logical relations between text parts                                                                                                                          | <b>Practical lesson 4.</b><br>1. Print media, broadcast media, digital media, and transit media.<br>2. Adverbs of frequency.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                      | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs;<br>applying grammatical rules in guided communication tasks.                                                                                                                      | 3 |
| to participate in discussions on communication processes and media impact;<br>to summarize key ideas from texts and multimedia sources;<br>to demonstrate understanding through quizzes, discussions, and written tasks                                                                                              | <b>Practical lesson 5.</b><br>1. Media Literacy in the Modern World.<br>2. Present Continuous (Progressive).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                      | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                                                              | 3 |
| to aware and control the organisation of the meaning of grammatical elements;<br>to implement knowledge into practice;<br>to identify understanding of logical relations between text parts                                                                                                                          | <b>Practical lesson 6.</b><br>1. Critical evaluation of media messages and responsible media consumption.<br>2. Present Continuous (Progressive).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31. | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>producing summaries and notes using active vocabulary from studied materials;<br>applying grammatical forms in structured writing tasks and exercises.                                                                                                         | 3 |
| to use effectively the topical vocabulary;<br>to practice and memorize the grammatical rules;<br>to read, watch, and listen to a variety of texts and multimedia sources;<br>to demonstrate your understanding of the texts and key course ideas through comprehension check quizzes and a discussion board response | <b>Practical lesson 7.</b><br>1. Critical evaluation of media messages and responsible media consumption.<br>2. State Verbs.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                      | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>developing and using topic-related vocabulary in coherent written texts; applying grammatical rules to ensure clarity, cohesion, and logical organisation in essay writing.                                                                                    | 3 |

| <b>Unit 2. Journalism and Media Professions. Present Tense Forms</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| to understand key journalism and media professions vocabulary;<br>to use Present Simple to describe professional roles and routines                                                                                                       | <b>Practical lesson 1.</b><br>1. Principles of Journalism.<br>2. Present Perfect.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                           | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                            | 4 |
| to identify main duties of media professionals in authentic texts;<br>to apply Present Simple in describing habitual actions in journalism                                                                                                | <b>Practical lesson 2.</b><br>1. Objectivity, accuracy, balance, credibility, and ethical reporting.<br>2. Present Perfect.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31. | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b><br>interpreting lexical meaning in reading and listening comprehension tasks;<br>correcting grammatical errors in sample texts and peer work.                                                                                               | 4 |
| to examine features of professional texts;<br>to understand similarities and differences between texts;<br>to understand relations between parts of a text;<br>to recognise and understand usage of articles                              | <b>Practical lesson 3.</b><br>1. The Nature of News.<br>2. Present Perfect.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                                 | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b> comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                                             | 4 |
| to predict what a text will be about;<br>to distinguish main ideas from supporting details;<br>to understand relations between parts of a text using linking words/phrases;<br>to guess the meaning of new words/expressions from context | <b>Practical lesson 4.</b><br>1. Journalism in the Modern Media Environment.<br>2. Have been (to) /have been (to).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.          | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b><br>producing summaries and notes using active vocabulary from studied materials;<br>applying grammatical forms in structured writing tasks and exercises.                                                                                   | 4 |

|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| to identify new fundamental vocabulary, and practice using that new vocabulary in course activities;<br>to read, watch, and listen to a variety of texts and multimedia sources;<br>to apply grammar rules;<br>to become familiar with the structures and leads of newspapers and magazine | <b>Practical lesson 5.</b><br>1. Journalism in the Modern Media Environment.<br>2. Have been (to) /have been (to).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                                                                                                                          | 2 |
|                                                                                                                                                                                                                                                                                            | <b>Self-study:</b><br>analysing and using a range of lexical units in context-based language tasks;<br>applying grammatical structures when completing written and oral assignments.                                                                                                                                                                                                           | 4 |
| to develop speaking skills by discussing media professions;<br>to use present tense forms accurately in describing ongoing and regular tasks                                                                                                                                               | <b>Practical lesson 6.</b><br>1. Careers in Mass Communication.<br>2. Present Perfect Continuous (Progressive).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                                                                                                                             | 2 |
|                                                                                                                                                                                                                                                                                            | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                                                                                                                                                                        | 4 |
| to identify new fundamental vocabulary, and practice using that new vocabulary in course activities;<br>to read, watch, and listen to a variety of texts and multimedia sources                                                                                                            | <b>Practical lesson 7.</b><br>1. Professional roles such as news media director, journalist, web content specialist, web producer, public relations director, marketing director, and marketing specialist.<br>2. Present Perfect Continuous (Progressive).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31. | 2 |
|                                                                                                                                                                                                                                                                                            | <b>Self-study:</b><br>collecting, selecting, and organising lexical material for project-based tasks; using appropriate grammatical structures when presenting and defending project outcomes                                                                                                                                                                                                  | 4 |
| <b>Unit 3. Words in Print. Past Forms</b>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                |   |
| to identify and describe the main parts of a newspaper article;<br>to use past time forms to talk about completed events and finished actions in news contexts                                                                                                                             | <b>Practical lesson 1.</b><br>1. Parts of a newspaper article.<br>2. Past Simple (Indefinite).<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.                                                                                                                                                              | 2 |

|                                                                                                                                                               |                                                                                                                                                                                                                                                                 |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                               | <p><b>Self-study:</b><br/>selecting and using lexical items appropriately in context-specific exercises;<br/>completing gap-filling and sentence-building tasks for grammar consolidation.</p>                                                                  | 3 |
| <p>to understand the structure and function of a news lead;<br/>to describe past events in a clear and logical sequence using appropriate verb forms</p>      | <p><b>Practical lesson 2.</b><br/>1. Creating a lead.<br/>2. Past Simple (Indefinite).</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p>                                | 2 |
|                                                                                                                                                               | <p><b>Self-study:</b><br/>integrating newly acquired vocabulary into short written and spoken outputs;<br/>applying grammatical rules in guided communication tasks.</p>                                                                                        | 3 |
| <p>to analyze examples of effective leads in press writing;<br/>to distinguish between different ways of expressing past actions and their results</p>        | <p><b>Practical lesson 3.</b><br/>1. Writing for press.<br/>2. Past Continuous (Progressive).</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p>                         | 2 |
|                                                                                                                                                               | <p><b>Self-study:</b><br/>expanding lexical range through independent work with digital resources;<br/>practising grammar through repetition, drills, and contextual application.</p>                                                                           | 3 |
| <p>to identify roles of journalists, columnists, and short story writers;<br/>to apply past tense forms to report actions, experiences, and career paths</p>  | <p><b>Practical lesson 4.</b><br/>1. People in printed media.<br/>2. Past Habitual: used to.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p>                          | 2 |
|                                                                                                                                                               | <p><b>Self-study:</b><br/>using vocabulary actively in role-play and simulation activities;<br/>constructing coherent statements using appropriate grammatical patterns.</p>                                                                                    | 3 |
| <p>to use grammatical resources of the language;<br/>to understand and interpret different aspects of culture and language behaviour in the world of work</p> | <p><b>Practical lesson 5.</b><br/>1. Publishers, authors, editors.<br/>2. Have gone to / have been to / have been in.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p> | 2 |

|                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                                                     | <p><b>Self-study:</b><br/>interpreting lexical meaning in reading and listening comprehension tasks;<br/>correcting grammatical errors in sample texts and peer work.</p>                                                                                    | 3 |
| <p>to identify roles of journalists, columnists, and short story writers;<br/>to apply past tense forms to report actions, experiences, and career paths</p>                                        | <p><b>Practical lesson 6.</b><br/>1. Journalists, columnists, short story writers.<br/>2. Interrupted past action.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p> | 2 |
|                                                                                                                                                                                                     | <p><b>Self-study:</b><br/>analyzing grammar rules and doing grammar tasks;<br/>developing the ability to collect information on the topic from specialized Internet sources</p>                                                                              | 3 |
| <p>to examine the contribution of visual artists and photographers in print media;<br/>to use past forms to describe completed creative work and its impact</p>                                     | <p><b>Practical lesson 7.</b><br/>1. Visual artists, photographers.<br/>2. Past Perfect.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p>                           | 2 |
|                                                                                                                                                                                                     | <p><b>Self-study:</b><br/>selecting and using lexical items appropriately in context-specific exercises;<br/>completing gap-filling and sentence-building tasks for grammar consolidation.</p>                                                               | 3 |
| <p>to reproduce and produce effectively topical vocabulary in oral and writing speech;<br/>to apply grammar rules;<br/>to read, watch, and listen to a variety of texts and multimedia sources.</p> | <p><b>Practical lesson 8.</b><br/>1. Visual artists, photographers.<br/>2. Past Perfect.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 6.<br/>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br/>Internet sources: 31.</p>                           | 2 |
|                                                                                                                                                                                                     | <p><b>Self-study:</b><br/>preparing and structuring presentations using relevant academic and professional vocabulary;<br/>applying grammatical accuracy when delivering presentations and formulating spoken explanations</p>                               | 3 |

| <b>Unit 4. Broadcasting the News. Past Forms</b>                                                                                                                                           |                                                                                                                                                                                                                                              |   |
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| to develop reading and speaking skills by discussing global news topics and media coverage;<br>to use past forms to describe sequences of events in international news reporting           | <b>Practical lesson 1.</b><br>1. Broadcasting worldwide news.<br>2. Past Perfect Continuous.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.              | 2 |
|                                                                                                                                                                                            | <b>Self-study:</b><br>comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                        | 3 |
| to use topical vocabulary;<br>to apply grammatical resources of the language;                                                                                                              | <b>Practical lesson 2.</b><br>1. Writing for radio and television.<br>2. Past Perfect Continuous<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.          | 2 |
|                                                                                                                                                                                            | <b>Self-study:</b><br>selecting and using lexical items appropriately in context-specific exercises;<br>completing gap-filling and sentence-building tasks for grammar consolidation.                                                        | 3 |
| to identify key roles in broadcasting journalism and describe their professional functions;<br>to use past continuous forms to provide background information in news contexts             | <b>Practical lesson 3.</b><br>1. People in broadcasting journalism.<br>2. Previous and subsequent events.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31. | 2 |
|                                                                                                                                                                                            | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs;<br>applying grammatical rules in guided communication tasks.                                                                              | 3 |
| to develop listening and speaking skills through analyzing broadcast news delivery;<br>to use the past perfect continuous to describe ongoing actions before a specific moment in the past | <b>Practical lesson 4.</b><br>1. Broadcast journalist.<br>2. Previous and subsequent events.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.              | 2 |
|                                                                                                                                                                                            | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                      | 3 |

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| to develop critical reading skills by analyzing investigative reports;<br>to use complex past tense forms to describe prolonged actions and their results in reporting                                                                                              | <b>Practical lesson 5.</b><br>1. Newsreader.<br>2. Sequence of Tenses.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.               | 2            |
|                                                                                                                                                                                                                                                                     | <b>Self-study:</b> classifying and using vocabulary items according to communicative purpose;<br>editing texts to improve grammatical correctness and syntactic clarity.                                                | 3            |
| to develop critical reading skills by analyzing investigative reports;<br>to use complex past tense forms to describe prolonged actions and their results in reporting                                                                                              | <b>Practical lesson 6.</b><br>1. Investigative journalist.<br>2. Sequence of Tenses.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31. | 2            |
|                                                                                                                                                                                                                                                                     | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs;<br>applying grammatical rules in guided communication tasks.                                                         | 3            |
| to engage in discussions about digital journalism and modern media practices;<br>to apply sequence of tenses in reporting statements and summarizing information                                                                                                    | <b>Practical lesson 7.</b><br>1. Digital journalist.<br>2. Sequence of Tenses.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.       | 2            |
|                                                                                                                                                                                                                                                                     | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                    | 3            |
| to recognize the impacts of the digital age on both print and broadcast journalism;<br>to identify new fundamental vocabulary, and practice using that new vocabulary in course activities;<br>read, watch, and listen to a variety of texts and multimedia sources | <b>Practical lesson 8.</b><br>1. Digital journalist.<br>2. Sequence of Tenses.<br><br><b>Resources:</b><br>Literature: 1, 2, 6.<br>Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.<br>Internet sources: 31.       | 2            |
|                                                                                                                                                                                                                                                                     | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                             | 3            |
| <b>Індивідуальне завдання</b>                                                                                                                                                                                                                                       |                                                                                                                                                                                                                         | 20           |
| <b>Разом за 1 семестр</b>                                                                                                                                                                                                                                           |                                                                                                                                                                                                                         | <b>180/6</b> |

## 2 CEMECTP

### Unit 1. Digital Journalism and Online News. Future Forms

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| to develop reading and speaking skills by discussing the transformation of journalism in the digital environment;<br>to use a range of future-oriented forms to express predictions, expectations, and planned developments in media | <b>Practical lesson 1.</b><br>1. Journalism in the Digital Age.<br>2. Future Simple/ Be Going to.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38.                                                               | 2 |
|                                                                                                                                                                                                                                      | <b>Self-study:</b><br>synthesising lexical information from multiple sources for communicative tasks;<br>applying grammatical knowledge in extended written and oral production.                                                                                                                                                     | 1 |
| to develop critical reading skills by identifying changes in journalistic practices in online environments;<br>to use appropriate grammatical forms to describe scheduled events and future arrangements in media contexts           | <b>Practical lesson 2.</b><br>1. The transformation of journalism in the era of the Internet and digital technologies.<br>2. Future Simple/ Present Continuous.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38. | 2 |
|                                                                                                                                                                                                                                      | <b>Self-study:</b><br>implementing vocabulary in analytical and descriptive language tasks;<br>reformulating sentences to improve grammatical precision and fluency.                                                                                                                                                                 | 1 |
| to develop listening and interactive speaking skills through analyzing how news spreads on social platforms;;<br>to apply functional future expressions to describe intentions, trends, and likely outcomes in information sharing   | <b>Practical lesson 3.</b><br>1. Social Media as a Source of News.<br>2. Future Continuous.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38.                                                                     | 2 |
|                                                                                                                                                                                                                                      | <b>Self-study:</b><br>enriching thematic vocabulary;<br>developing grammatical skills;<br>analyzing grammar rules.                                                                                                                                                                                                                   | 1 |
| to develop reading and speaking skills by analyzing how social networks distribute news and shape information flows;<br>to use future-oriented forms to describe completed actions and                                               | <b>Practical lesson 4.</b><br>1. The role of social networks in news distribution and information sharing.<br>2. Future Perfect. Future Perfect Continuous.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38.     | 2 |

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| expected outcomes in digital communication contexts                                                                                                                                                                                                       | <b>Self-study:</b><br>analyzing grammar rules and doing grammar tasks;<br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                                                                                                                               | 1 |
| to develop comparative speaking and writing skills in professional contexts by contrasting roles in journalism;<br>to use future-related structures to express planned actions, intentions, and scheduled activities in media work                        | <b>Practical lesson 5.</b><br>1. Blogger vs. Reporter. Future-in- the Past tense forms.<br>2. Other ways of expressing the future. Future time words + Present Simple.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38.                                                                                                                            | 2 |
|                                                                                                                                                                                                                                                           | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                                                                                                                                                                                                                       | 1 |
| to use topical vocabulary related to journalism, media ethics, and information sharing in professional contexts;<br>to distinguish between and appropriately use offers, promises, and requests in spoken and written communication                       | <b>Practical lesson 6.</b><br>1. Differences between professional journalism and citizen journalism.<br>2. Offers, promises, requests.<br>3. Arrangements.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38.                                                                                                                                        | 2 |
|                                                                                                                                                                                                                                                           | <b>Self-study:</b><br>rendering articles and authentic materials;<br>summarizing a wide range of factual academic and specialism-related texts.                                                                                                                                                                                                                                                                                                                        | 1 |
| to use topical vocabulary related to media literacy, misinformation, and digital communication in professional contexts;<br>to interpret and correctly use grammatical constructions expressing imminence, certainty, and probability in future reference | <b>Practical lesson 7.</b><br>1. Fake News and Misinformation in Social Media.<br>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.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38. | 2 |
|                                                                                                                                                                                                                                                           | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                                                                                                                                                                            | 1 |

| <b>Unit 2. Social Media Platforms and Communication Tools. Modals</b>                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |   |
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| <p>to use topical vocabulary related to digital communication, online interaction, and media platforms in relevant contexts;</p> <p>to distinguish between different types of necessity and obligation in English grammar (must, have to, should/ought to, need to);</p> <p>to correctly apply modal verbs to express obligation, duty, advice, and necessity in spoken and written communication</p> | <p><b>Practical lesson 1.</b></p> <p>1. The Role of Social Media in Modern Communication.</p> <p>2. Necessity (must - have to - should/ ought – need).</p> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p>                                                        | 2 |
|                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Self-study:</b><br/>synthesising lexical information from multiple sources for communicative tasks;<br/>applying grammatical knowledge in extended written and oral production.</p>                                                                                                                                                                                                 | 1 |
| <p>to use appropriate English vocabulary and structures to describe the functions and influence of social networking platforms in contemporary communication contexts;</p> <p>to construct grammatically correct sentences and short texts reflecting differences in meaning between various forms of expressing lack of necessity in real-life situations</p>                                        | <p><b>Practical lesson 2.</b></p> <p>1. Functions and influence of social networking platforms.</p> <p>2. Absence of necessity (needn't/ don't have to / don't need to – didn't need to – needn't have done).</p> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p> | 2 |
|                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Self-study:</b><br/>implementing vocabulary in analytical and descriptive language tasks;<br/>reformulating sentences to improve grammatical precision and fluency.</p>                                                                                                                                                                                                             | 1 |
| <p>to describe and analyse blogs and online content creation using appropriate English vocabulary and communicative structures;</p> <p>to demonstrate accurate use of modal verbs expressing prohibition (mustn't, can't) and logical assumption (must, can't, couldn't) in contextually appropriate communication;</p> <p>to produce coherent spoken and written texts about online content</p>      | <p><b>Practical lesson 3.</b></p> <p>1. Blogs and Online Content Creation.</p> <p>2. Prohibition (mustn't – can't).</p> <p>3. Logical assumption (must – can't/ couldn't).</p> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p>                                    | 2 |
|                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Self-study:</b><br/>expanding lexical range through independent work with digital resources;<br/>practising grammar through repetition, drills, and contextual application.</p>                                                                                                                                                                                                     | 1 |

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| while correctly distinguishing between rules, restrictions, and inferred meanings                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |
| to describe and analyse blogging as a form of digital communication and journalism using appropriate English vocabulary and discourse structures;<br>to apply modal verbs expressing possibility (can, could, may, might)<br>to formulate and interpret meanings in different communicative contexts;<br>to produce coherent texts and oral statements about blogging, correctly distinguishing degrees of probability and possibility in English usage | <p><b>Practical lesson 4.</b></p> <ol style="list-style-type: none"> <li>1. Blogging as a form of digital communication and journalism.</li> <li>2. Probability (should/ ought).</li> <li>3. Possibility (can - could/ may - might).</li> </ol> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p> <p><b>Self-study:</b><br/>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.</p> | 2 |
| to describe major social media platforms using appropriate English vocabulary related to digital communication and online interaction;<br>to construct grammatically correct sentences and short texts reflecting different degrees of formality and permission in digital communication contexts                                                                                                                                                       | <p><b>Practical lesson 5.</b></p> <ol style="list-style-type: none"> <li>1. Major Social Media Platforms.</li> <li>2. Permission (can/ could/ may /might).</li> </ol> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p> <p><b>Self-study:</b><br/>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.</p>                                                                    | 2 |
| to identify and compare communication features of Facebook, Twitter, Instagram, and LinkedIn using appropriate English terminology;<br>to apply modal verbs for making requests (can, could, will, would, may, might) appropriately in different communicative situations and levels of formality                                                                                                                                                       | <p><b>Practical lesson 6.</b></p> <ol style="list-style-type: none"> <li>1. Facebook, Twitter, Instagram, LinkedIn and their communication features.</li> <li>2. Request (can/ could/ will/ would/ may/ might).</li> </ol> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p> <p><b>Self-study:</b><br/>interpreting lexical meaning in reading and listening comprehension tasks;<br/>correcting grammatical errors in sample texts and peer work.</p>         | 2 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Practical lesson 7.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 |

|                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |
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| to describe multimedia platforms for content sharing using appropriate English vocabulary related to digital media and communication technologies;<br>to demonstrate accurate use of modal verbs for making offers (I'll, shall, can, could) in spoken and written interaction                                                                                              | <p>1. Multimedia Platforms for Content Sharing.<br/>2. Offers (I'll/ shall/ can/ could).<br/>3. Suggestions (shall/ can/ could).</p> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p>                                                                                                                             |           |
|                                                                                                                                                                                                                                                                                                                                                                             | <b>Self-study:</b><br>analyzing grammar rules and doing grammar tasks;<br>developing the ability to collect information on the topic from specialized Internet sources                                                                                                                                                                                                                                                                   | 1         |
| to identify and explain the communicative functions of YouTube, Vimeo, and Flickr in visual and video-based digital interaction using appropriate English terminology;<br>to demonstrate accurate use of modal verbs and related forms for expressing advice (should, ought to, must), criticism (should, ought to), and promises (will) in relevant communicative contexts | <p><b>Practical lesson 8.</b><br/>1. YouTube, Vimeo, Flickr and their role in visual and video communication.<br/>2. Advice (should/ ought to/ must).<br/>3. Criticism (should/ ought to).<br/>4. Promise (will).<br/>5. Expressions similar to modal verbs.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 4, 7.<br/>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br/>Internet sources: 26, 27, 29, 30, 32-35, 38.</p> | 2         |
|                                                                                                                                                                                                                                                                                                                                                                             | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                                                                                                                                              | 1         |
| <b>Індивідуальне завдання</b>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |
| <b>Разом за 2 семестр</b>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b> |
| <b>3 СЕМЕСТР</b>                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |
| <b>Unit 1. An Introduction to Advertising. The Passive Voice</b>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |
| to describe the evolution of advertising using appropriate English vocabulary and discourse patterns related to media, marketing, and communication;<br>to transform sentences from active to passive voice and vice versa while maintaining grammatical correctness and meaning in context                                                                                 | <p><b>Practical lesson 1.</b><br/>1. The evolution of advertising.<br/>2. Transformation from Active to Passive.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                                                                                                                                       | 2         |
|                                                                                                                                                                                                                                                                                                                                                                             | <b>Self-study:</b><br>organising and categorising vocabulary for revision and active recall;<br>applying grammatical structures in guided speaking and writing tasks.                                                                                                                                                                                                                                                                    | 1         |
| to use appropriate English vocabulary and grammatical structures to describe the environment                                                                                                                                                                                                                                                                                | <p><b>Practical lesson 2.</b><br/>1. The environment of advertising.<br/>2. Transformation from Active to Passive.</p> <p><b>Resources:</b></p>                                                                                                                                                                                                                                                                                          | 2         |

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| <p>of advertising in spoken and written communication;<br/>to demonstrate accurate use of active and passive voice in English to express actions, processes, and results in advertising-related contexts</p>                                                                                                                                                          | <p>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                                                                                                                                                                                      |   |
| <p>to understand and use appropriate English vocabulary related to the business of advertising in reading, listening, and speaking activities;<br/>to demonstrate accurate use of personal and impersonal constructions in spoken and written production, adapting language to different communicative purposes and levels of formality</p>                           | <p><b>Self-study:</b><br/>using vocabulary actively in role-play and simulation activities;<br/>constructing coherent statements using appropriate grammatical patterns.</p>                                                                                                                                                                 | 1 |
| <p>to interpret and use English vocabulary related to advertising and marketing communication across reading, listening, speaking, and writing activities;<br/>to demonstrate accurate use of personal and impersonal constructions in spoken and written production, adapting language to different communicative purposes and levels of formality</p>               | <p><b>Practical lesson 3.</b><br/>1. The business of advertising.<br/>2. Personal/ impersonal constructions.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                                               | 2 |
| <p>to interpret and use English vocabulary related to advertising and marketing communication across reading, listening, speaking, and writing activities;<br/>to demonstrate accurate use of special passive constructions and the structure <i>have something done</i> in spoken and written English to describe services, actions, and professional processes</p>  | <p><b>Self-study:</b><br/>producing summaries and notes using active vocabulary from studied materials;<br/>applying grammatical forms in structured writing tasks and exercises.</p>                                                                                                                                                        | 1 |
| <p>to understand and use English vocabulary related to advertising and marketing communication across reading, listening, speaking, and writing activities;<br/>to demonstrate accurate use of special passive constructions and the structure <i>have something done</i> in spoken and written English to describe services, actions, and professional processes</p> | <p><b>Practical lesson 4.</b><br/>1. Role of communication in advertising and marketing.<br/>2. Special passive constructions.<br/>3. Have something done.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p> | 2 |
| <p>to understand and use English vocabulary related to advertising and marketing communication across reading, listening, speaking, and writing activities;<br/>to demonstrate accurate use of causative and passive structures (<i>get something done, to be done, being done</i>) in</p>                                                                            | <p><b>Self-study:</b><br/>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.</p>                                                                                                                                                                                 | 1 |
|                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Practical lesson 5.</b><br/>1. Role of communication in advertising and marketing.<br/>2. Get something done.<br/>3. To be done/ being done.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>         | 2 |
|                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Self-study:</b></p>                                                                                                                                                                                                                                                                                                                    | 1 |

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| spoken and written communication to describe processes and services in advertising and marketing contexts                                                                                                                                                                                                                                                        | preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                                              |   |
| to develop and apply English speaking and writing skills for describing advertising as a form of communication using appropriate vocabulary and discourse patterns;<br>to demonstrate accurate use of passive constructions ( <i>to be done, being done</i> ) in oral and written communication to present ongoing and planned processes in advertising contexts | <b>Practical lesson 6.</b><br>1. Advertising as communication.<br>2. To be done/ being done.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                            | 2 |
|                                                                                                                                                                                                                                                                                                                                                                  | <b>Self-study:</b><br>implementing vocabulary in analytical and descriptive language tasks;<br>reformulating sentences to improve grammatical precision and fluency.                                                                                                                                               | 1 |
| to use English vocabulary and discourse structures to describe advertising as a form of communication in spoken and written interaction;<br>to demonstrate accurate use of passive constructions ( <i>to be done, being done</i> ) in oral and written communication to express planned and ongoing actions in advertising contexts                              | <b>Practical lesson 7.</b><br>1. Advertising as communication.<br>2. To be done/ being done.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                            | 2 |
|                                                                                                                                                                                                                                                                                                                                                                  | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                                                                   | 1 |
| <b>Unit 2. Understanding the Target Audience. Reported Speech</b>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |   |
| to develop speaking and writing skills for explaining marketing strategies, including audience segmentation and the elements of the marketing mix;<br>to apply reported speech structures effectively in summarising, relaying, and interpreting marketing-related information in professional contexts                                                          | <b>Practical lesson 1.</b><br>1. Targeting and the marketing mix.<br>2. Types of reported speech - statements, questions, and commands.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                                                                                  | <b>Self-study:</b><br>items according to communicative purpose;<br>editing texts to improve grammatical correctness and syntactic clarity.                                                                                                                                                                         | 1 |
| to develop speaking and writing skills for                                                                                                                                                                                                                                                                                                                       | <b>Practical lesson 2.</b><br>1. Targeting and the marketing mix.                                                                                                                                                                                                                                                  | 2 |

|                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                  |   |
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| explaining and discussing marketing strategies, including audience targeting and elements of the marketing mix; to apply reported speech effectively in summarising and transmitting marketing information in professional communicative situations                                               | 2. Types of reported speech - statements, questions, and commands.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                                    |   |
|                                                                                                                                                                                                                                                                                                   | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs;<br>applying grammatical rules in guided communication tasks.                                                                                                                                                  | 1 |
| to analyse the relationship between communication strategies and consumer decision-making in spoken and written forms; to apply and transform reported speech (statements, questions, and commands) accurately in English when summarising or conveying information in professional communication | <b>Practical lesson 3.</b><br>1. Communication and consumer behavior.<br>2. Types of reported speech - statements, questions, and commands.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.<br>Internet sources: 26, 27, 29, 30, 32-35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                   | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                                                                                          | 1 |
| to explain and justify the process of defining a target audience in spoken and written professional communication; to demonstrate accurate use of tense changes in reported speech in oral and written communication when conveying information from direct speech                                | <b>Practical lesson 4.</b><br>1. Defining the target audience.<br>2. Tenses in reported speech.<br><br><b>Resources:</b><br>Literature: 1, 2, 4, 7.<br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.            | 2 |
|                                                                                                                                                                                                                                                                                                   | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                             | 1 |
| to explain and analyse the role of geography in planning processes using appropriate English vocabulary in speaking, reading, listening, and writing activities; to demonstrate accurate use of reporting verbs in spoken and written communication to convey, summarise, and                     | <b>Practical lesson 5.</b><br>1. Geography's role in planning.<br>2. Reporting verbs.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                 | 2 |
|                                                                                                                                                                                                                                                                                                   | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                      | 1 |

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| interpret information in academic and professional contexts                                                                                                                                               |                                                                                                                                                                                                                                                                                                                  |   |
| to describe and analyse the role of seasonality and timing in planning and decision-making using appropriate English vocabulary across speaking, reading, listening, and writing activities;              | <p><b>Practical lesson 6.</b><br/>1. Seasonality and timing.<br/>2. Reported questions.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                                        | 2 |
| to demonstrate accurate use of reported questions in spoken and written communication, including transformation from direct to indirect forms in academic and professional contexts                       | <p><b>Self-study:</b><br/>selecting and using lexical items appropriately in context-specific exercises;<br/>completing gap-filling and sentence-building tasks for grammar consolidation.</p>                                                                                                                   | 1 |
| to develop integrated speaking, reading, listening, and writing skills for discussing competitive analysis and its implications in planning using appropriate English lexical and grammatical structures; | <p><b>Practical lesson 7.</b><br/>1. Competitive analysis: implications in planning.<br/>2. Reported speech vs. direct speech.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p> | 2 |
| to demonstrate accurate use of direct and reported speech in oral and written communication, including effective transformation and contextual application in academic and professional discourse         | <p><b>Self-study:</b><br/>selecting and using lexical items appropriately in context-specific exercises;<br/>completing gap-filling and sentence-building tasks for grammar consolidation.</p>                                                                                                                   | 1 |
| to use English language skills in speaking, reading, listening, and writing to describe and interpret competitive analysis and its implications in planning using appropriate professional vocabulary;    | <p><b>Practical lesson 8.</b><br/>1. Competitive analysis: implications in planning.<br/>2. Reported speech vs. direct speech.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p> | 2 |
| to demonstrate accurate control of direct and reported speech in spoken and written communication, including                                                                                              | <p><b>Self-study:</b><br/>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.</p>                                                                                                                                         | 1 |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| transformation between forms and their effective use in academic and professional contexts                                                                                         |                                                                                                                                                                                                                                                                                                     |           |
| <b>Індивідуальне завдання</b>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                     | 15        |
| <b>Разом за 3 семестр</b>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                     | <b>60</b> |
| <b>4 SEMESTR</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |           |
| <b>Unit 1. The Planning and Creative Process. Conditionals</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                     |           |
| to use English vocabulary and grammatical structures to discuss creative development and its implications in planning across speaking, reading, listening, and writing activities; | <b>Practical lesson 1.</b><br>1. Working with creative: implications in planning.<br>2. Present and future conditionals.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2         |
| to demonstrate accurate use of present and future conditionals in spoken and written communication when formulating plans, hypotheses, and predicted outcomes                      | <b>Self-study:</b><br>implementing vocabulary in analytical and descriptive language tasks;<br>reformulating sentences to improve grammatical precision and fluency.                                                                                                                                | 1         |
| to interpret and use English terminology related to communication budgeting in professional speaking, reading, listening, and writing tasks;                                       | <b>Practical lesson 2.</b><br>1. Working with a communication budget.<br>2. Present and future conditionals.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.             | 2         |
| to apply present and future conditionals to express financial planning, possible scenarios, and expected results in oral and written communication                                 | <b>Self-study:</b><br>expanding lexical range through independent work with digital resources;<br>practising grammar through repetition, drills, and contextual application.                                                                                                                        | 1         |
| to use appropriate English language resources to define and explain communication objectives in spoken and written professional discourse;                                         | <b>Practical lesson 3.</b><br>1. Setting communication objectives.<br>2. Present and future conditionals.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                | 2         |
| to demonstrate accurate use of present and future conditionals when formulating goals, expectations, and strategic                                                                 | <b>Self-study:</b>                                                                                                                                                                                                                                                                                  | 1         |

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| outcomes in communication planning                                                                                                                                                                                                                                                                                   | producing summaries and notes using active vocabulary from studied materials; applying grammatical forms in structured writing tasks and exercises.                                                                                                                            |   |
| to understand and produce English texts related to communication ideas and briefing processes in speaking, reading, listening, and writing activities; to demonstrate accurate use of past conditionals in oral and written communication to reflect on unreal past situations and alternative outcomes in planning  | <b>Practical lesson 4.</b><br>1. Communication idea and briefing.<br>2. Past conditionals.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.          | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                           | 1 |
| to use English vocabulary and discourse structures to describe media communication strategies and tactics in professional communication contexts; to apply past conditionals accurately in spoken and written communication to analyse alternative strategies and hypothetical past decisions                        | <b>Practical lesson 5.</b><br>1. Media communication strategy and tactics.<br>2. Past conditionals.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                               | 1 |
| to develop integrated speaking, reading, listening, and writing skills for using the language of media planning in professional contexts; to demonstrate accurate use of mixed conditionals in oral and written communication to connect past situations with present and future results in media planning discourse | <b>Practical lesson 6.</b><br>1. Learning the language of media planning.<br>2. Mixed conditionals.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                                      | <b>Self-study:</b><br>comparing and organising vocabulary from different sources for productive use; transforming grammatical structures in controlled and communicative practice.                                                                                             | 1 |
| to use English vocabulary related to media costs in speaking, reading, listening, and writing activities within                                                                                                                                                                                                      | <b>Practical lesson 7.</b><br>1. Learning about media costs.<br>2. Mixed conditionals.<br><br><b>Resources:</b>                                                                                                                                                                | 2 |

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| professional communication contexts; to apply mixed conditionals accurately in spoken and written communication to discuss financial decisions and their hypothetical consequences over time                                                                                                                                        | Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                                                                                                                            |   |
|                                                                                                                                                                                                                                                                                                                                     | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction                                                                                                                                                | 1 |
| <b>Unit 2. Reaching the Target Audience. Wishes and regrets</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                           |   |
| to develop speaking, listening, reading, and writing skills for describing general characteristics of media using appropriate English vocabulary and discourse structures; to demonstrate accurate use of structures expressing wishes and regrets in oral and written communication to reflect on real and hypothetical situations | <b>Practical lesson 1.</b><br>1. General characteristics of media.<br>2. Wishes and regrets.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                   | 2 |
|                                                                                                                                                                                                                                                                                                                                     | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs; applying grammatical rules in guided communication tasks.                                                                                                                                              | 1 |
| to strengthen receptive and productive skills in analysing and evaluating media vehicles through authentic texts and discussions; to apply grammatical structures of wishes and regrets in speaking and writing to express evaluation, criticism, and reflection in media contexts                                                  | <b>Practical lesson 2.</b><br>1. Evaluating media vehicles.<br>2. Wishes and regrets.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                          | 2 |
|                                                                                                                                                                                                                                                                                                                                     | <b>Self-study:</b><br>extracting and recording new vocabulary from authentic materials for active use; practising grammatical accuracy through transformation and substitution exercises.                                                                                                                 | 1 |
| to develop integrated language skills for describing and comparing different types of media across speaking, listening, reading, and writing activities; to demonstrate accurate use of <i>wish + Past Continuous</i> in oral and                                                                                                   | <b>Practical lesson 3.</b><br>1. Video media. Audio media. Print media.<br>2. Out-of-home media.<br>3. Wish + Past Continuous.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                                                     | <b>Self-study:</b>                                                                                                                                                                                                                                                                                        | 1 |

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| written communication to express dissatisfaction with ongoing situations in media contexts                                                                                                                                                                                                             | analysing and using a range of lexical units in context-based language tasks;<br>applying grammatical structures when completing written and oral assignments.                                                                                                                            |   |
| to build reading, listening, and speaking skills for understanding and discussing search engine marketing using appropriate English terminology;<br>to apply <i>wish + Past Perfect</i> structures in speaking and writing to express regret about past actions and decisions in professional contexts | <b>Practical lesson 4.</b><br>1. Search engine marketing.<br>2. Wish + Past Perfect.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                           | 2 |
|                                                                                                                                                                                                                                                                                                        | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                      | 1 |
| to enhance communicative competence in discussing various advertising formats through integrated language activities;<br>to demonstrate accurate use of <i>wish + would</i> in spoken and written communication to express dissatisfaction with habitual or expected behaviour in media contexts       | <b>Practical lesson 5.</b><br>1. Online display advertising. In-store media.<br>2. Social media. Wish + Would.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                        | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                                          | 1 |
| to develop productive and receptive skills for discussing direct response strategies using appropriate English vocabulary;<br>to apply <i>wish + to-infinitive</i> structures in speaking and writing to express formal wishes and preferences in professional communication                           | <b>Practical lesson 6.</b><br>1. Direct response.<br>2. Wish + To Infinitive.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                  | 2 |
|                                                                                                                                                                                                                                                                                                        | <b>Self-study:</b><br>comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                                                                     | 1 |
| to strengthen speaking, listening, reading, and writing skills for analysing alternative media and gaming in communication contexts;                                                                                                                                                                   | <b>Practical lesson 7.</b><br>1. Alternative media. Gaming.<br>2. Wish + To Infinitive.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.                                                                                                                                         | 2 |



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| processes and stakeholders                                                                                                                                                                                                                                                     | expanding lexical range through independent work with digital resources;<br>practising grammar through repetition, drills, and contextual application.                                                                                                                                                                   |   |
| to develop integrated language skills for analysing PR practice and research through reading, listening, speaking, and writing activities;<br>to demonstrate accurate use of singular and plural nouns in oral and written communication in professional PR contexts           | <b>Practical lesson 3.</b><br>1. Public Relations practice and research.<br>2. Singular and plural nouns.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                     | 2 |
|                                                                                                                                                                                                                                                                                | <b>Self-study:</b><br>selecting and using lexical items appropriately in context-specific exercises;<br>completing gap-filling and sentence-building tasks for grammar consolidation.                                                                                                                                    | 1 |
| to build communicative competence in describing PR practitioner activities using appropriate English vocabulary across different language skills;<br>to distinguish and accurately use abstract and concrete nouns in spoken and written communication related to PR practices | <b>Practical lesson 4.</b><br>1. PR practitioner activities: press agency, publicity, promotion, lobbying.<br>2. Abstract and concrete nouns.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                                     | 1 |
| to develop reading, listening, speaking, and writing skills for discussing data collection methods in PR research;<br>to demonstrate accurate formation and use of compound nouns in oral and written professional communication                                               | <b>Practical lesson 5.</b><br>1. Data collection methods.<br>2. Compound nouns.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                               | 2 |
|                                                                                                                                                                                                                                                                                | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                              | 1 |
| to enhance integrated language skills for describing research processes using digital tools in PR contexts;<br>to apply personal pronouns accurately in speaking and writing to ensure coherence and                                                                           | <b>Practical lesson 6.</b><br>1. Using computer for research.<br>2. Personal pronouns.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38                                                         | 2 |
|                                                                                                                                                                                                                                                                                | <b>Self-study:</b>                                                                                                                                                                                                                                                                                                       | 1 |

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| clarity in professional communication                                                                                                                                                                                                                                                                                 | comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                                                                                                                                                                              |   |
| to develop speaking, listening, reading, and writing skills for discussing job search strategies and modern PR communication tools using appropriate vocabulary;<br>to demonstrate accurate use of reflexive, indefinite, and negative pronouns in oral and written communication across formal and informal contexts | <b>Practical lesson 7.</b><br>1. Using the internet for search for jobs.<br>2. New communication tools and media channels used in PR.<br>3. Reflexive pronouns. Indefinite and negative pronouns.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                                                                                       | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                                                                                                                             | 1 |
| <b>Unit 2. Reputation. Gossip. Scandals. Determiners and quantifiers</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                              |   |
| to use a wide range of determiners and quantifiers appropriately when describing reputation management strategies in professional contexts;<br>to develop fluency in discussing brand and corporate reputation through structured spoken responses                                                                    | <b>Practical lesson 1.</b><br>1. Reputation Management.<br>2. Determiners and quantifiers.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                                             | 2 |
|                                                                                                                                                                                                                                                                                                                       | <b>Self-study:</b><br>producing summaries and notes using active vocabulary from studied materials;<br>applying grammatical forms in structured writing tasks and exercises.                                                                                                                                                                                                 | 1 |
| to differentiate between specific and general determiners in analytical writing about factors shaping reputation;<br>to interpret and summarize cause-and-effect relationships in texts using precise grammatical forms                                                                                               | <b>Practical lesson 2.</b><br>1. Causes and consequences of reputation.<br>2. Specific and general determiners.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                        | 2 |
|                                                                                                                                                                                                                                                                                                                       | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                                                                                                                                          | 1 |
|                                                                                                                                                                                                                                                                                                                       | <b>Practical lesson 3.</b>                                                                                                                                                                                                                                                                                                                                                   | 2 |

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| to accurately apply indefinite articles in oral comparisons of image and reputation in media and business discourse;<br>to refine skills in explaining abstract concepts through clear and grammatically correct speech                            | 1. Image vs. reputation.<br>2. The indefinite article: 'a' and 'an'<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                   |   |
|                                                                                                                                                                                                                                                    | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                                                     | 1 |
| to master the use of the definite article when referring to shared or previously mentioned information in professional communication;<br>to enhance listening comprehension by identifying key details in discussions about workplace interactions | <b>Practical lesson 4.</b><br>1. Workplace gossip.<br>2. The definite article: 'the'.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                 | 2 |
|                                                                                                                                                                                                                                                    | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                        | 1 |
| to formulate precise questions using interrogative determiners in discussions of ethical workplace behavior;<br>to develop critical speaking skills by evaluating risks associated with gossip in professional environments                        | <b>Practical lesson 5.</b><br>1. The danger of workplace gossip.<br>2. Interrogative determiners: 'which' and 'what'.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                                                                    | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                 | 1 |
| to construct relevant inquiry-based responses when analyzing public scandals in media contexts;<br>to improve dialogic interaction skills through role-plays and case-based discussions                                                            | <b>Practical lesson 6.</b><br>1. Public scandal.<br>2. Interrogative determiners: 'which' and 'what'.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                 | 2 |
|                                                                                                                                                                                                                                                    | <b>Self-study:</b><br>identifying and summarising key lexical items in professional reading tasks;<br>constructing grammatically correct sentences in controlled and semi-controlled practice.                                                                              | 1 |
|                                                                                                                                                                                                                                                    | <b>Practical lesson 7.</b>                                                                                                                                                                                                                                                  | 2 |

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| to apply a variety of quantifiers when describing events, масштаби, and impacts of historical scandals; to build reading skills by extracting factual information and numerical data from authentic texts                      | 1. Watergate scandal.<br>2. Quantifiers.<br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                        |           |
|                                                                                                                                                                                                                                | <b>Self-study:</b><br>implementing vocabulary in analytical and descriptive language tasks;<br>reformulating sentences to improve grammatical precision and fluency.                                                                                              | 1         |
| to accurately use numbers, dates, and statistics in spoken and written accounts of historical events; to develop presentation skills by delivering structured summaries of case studies using factual evidence                 | <b>Practical lesson 8.</b><br>1. Watergate scandal.<br>2. Numbers.<br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                              | 2         |
|                                                                                                                                                                                                                                | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                  | 1         |
| <b>Індивідуальне завдання</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   | 15        |
| <b>Разом за 5 семестр</b>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   | <b>60</b> |
| <b>6 СЕМЕСТР</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                   |           |
| <b>Unit 1. Crisis Communication. Adjectives</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                   |           |
| to distinguish between gradable and non-gradable adjectives in context while describing different types of crises; to improve listening discrimination by recognizing intensity and emphasis in authentic PR-related materials | <b>Practical lesson 1.</b><br>1. Broad types of crisis.<br>2. Adjectives. Gradable and non-gradable adjectives.<br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2         |
|                                                                                                                                                                                                                                | <b>Self-study:</b><br>selecting and using lexical items appropriately in context-specific exercises;<br>completing gap-filling and sentence-building tasks for grammar consolidation.                                                                             | 1         |
| to correctly form and use degrees of comparison when outlining the stages and priorities of a crisis management plan;                                                                                                          | <b>Practical lesson 2.</b><br>1. A crisis management plan.<br>2. Degrees of comparison of adjectives.<br><b>Resources:</b>                                                                                                                                        | 2         |

|                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                             |   |
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| to enhance the coherence of writing by structuring recommendations with comparative language                                                                                                                                              | Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                                                                                                                                                                                   |   |
|                                                                                                                                                                                                                                           | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                                                                                                                                                                     | 2 |
| to apply comparative forms to interpret and discuss performance indicators in business contexts;<br>to strengthen analytical speaking skills through data-driven evaluations                                                              | <b>Practical lesson 3.</b><br>1. Measuring corporate performance.<br>2. Degrees of comparison of adjectives.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                                          | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b><br>expanding lexical range through independent work with digital resources;<br>practising grammar through repetition, drills, and contextual application.                                                                                                                                                                                                                | 1 |
| to accurately use comparative and superlative structures in presenting company performance results;<br>to develop presentation skills by highlighting key trends and outcomes using appropriate grammatical forms                         | <b>Practical lesson 4.</b><br>1. Measuring corporate performance.<br>2. Comparative and superlative forms of adjectives.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                              | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                                                                                                        | 2 |
| to master a variety of comparative constructions (as...as, the more...the less, etc.) in discussing global PR challenges;<br>to improve argumentative interaction by expressing similarities, differences, and cause-effect relationships | <b>Practical lesson 5.</b><br>1. Challenges facing global PR in the 21st century.<br>2. Comparative structures: as...as, not so..as, the more...the less, the same as, the+ comparative, so and such, enough and too with adjectives.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                                                           | <b>Self-study:</b>                                                                                                                                                                                                                                                                                                                                                                          | 1 |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |   |
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|                                                                                                                                                                                                                      | preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                                                                                                                       |   |
| to integrate complex comparative patterns into extended discourse on contemporary PR issues; to develop critical thinking through evaluating global communication trends using precise language tools                | <b>Practical lesson 6.</b><br>1. Challenges facing global PR in the 21st century.<br>2. Comparative structures: as...as, not so..as, the more...the less, the same as, the+ comparative, so and such, enough and too with adjectives.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                                      | <b>Self-study:</b><br>identifying and summarising key lexical items in professional reading tasks;<br>constructing grammatically correct sentences in controlled and semi-controlled practice.                                                                                                                                                                                              | 2 |
| <b>Unit 2. Persuasion, Propaganda &amp; Public Opinion. Adverbs</b>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                             |   |
| to flexibly use different types of adverbs to describe how persuasive messages are constructed and delivered; to build descriptive speaking skills by explaining communication techniques with clarity and precision | <b>Practical lesson 1.</b><br>1. Propaganda. Persuasion.<br>2. Adverbs of frequency, time, place and manner<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                                           | 2 |
|                                                                                                                                                                                                                      | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                                                                                                                                                         | 2 |
| to convey shades of certainty and emphasis through appropriate adverbial choices in academic discussion; to strengthen text analysis skills by detecting attitudinal meaning in theoretical materials                | <b>Practical lesson 2.</b><br>1. Social judgment theory.<br>2. Adverbs of probability, degree, and completeness.<br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                                                                                          | 2 |
|                                                                                                                                                                                                                      | <b>Self-study:</b><br>identifying and summarising key lexical items in professional reading tasks;<br>constructing grammatically correct sentences in controlled and semi-controlled practice.                                                                                                                                                                                              | 2 |
|                                                                                                                                                                                                                      | <b>Practical lesson 3.</b>                                                                                                                                                                                                                                                                                                                                                                  | 2 |

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| to structure extended responses using linking adverbs that signal sequence, addition, and contrast;<br>to develop concise writing skills by summarizing key ideas with logical flow | 1. Public opinion.<br>2. Connecting adverbs (so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even).<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                      |   |
|                                                                                                                                                                                     | <b>Self-study:</b><br>lexical range through independent work with digital resources;<br>practising grammar through repetition, drills, and contextual application.                                                                                                                                                                 | 2 |
| to integrate discourse markers effectively when formulating persuasive messages;<br>to improve discussion skills by supporting opinions with well-organized arguments               | <b>Practical lesson 4.</b><br>1. The Art of persuasion.<br>2. Connecting adverbs (so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even).<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                     | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                                               | 2 |
| to compare communication strategies using appropriate adverbial forms in evaluative contexts;<br>to enhance critical writing by highlighting differences in persuasive impact       | <b>Practical lesson 5.</b><br>1. Six Principles of Influence: reciprocity, scarcity.<br>2. Comparison of adverbs.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                            | 2 |
|                                                                                                                                                                                     | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                                        | 2 |
| to express subtle evaluative meanings using degree adverbs in professional communication;<br>to develop fluency in argumentation by adjusting intensity and tone appropriately      | <b>Practical lesson 6.</b><br>1. Authority. consistency, liking, consensus.<br>2. Adverbs of degree: quite – rather.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                         | 2 |
|                                                                                                                                                                                     | <b>Self-study:</b>                                                                                                                                                                                                                                                                                                                 | 2 |

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|                                                                                                                                                                                                                                         | <p>paraphrasing information using appropriate lexical resources;<br/> rewriting sentences to ensure grammatical accuracy and cohesion.</p>                                                                                                                                                                  |           |
| <b>Індивідуальне завдання</b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                             | 15        |
| <b>Разом за 6 семестр</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             | <b>60</b> |
| <b>7 СЕМЕСТР</b>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                             |           |
| <b>Unit 1. Unit 1. Public relations for corporate responsibility. Prepositions</b>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                             |           |
| <p>to develop clarity in spoken explanations by describing processes and relationships in corporate practices;<br/> to apply prepositions of position and movement accurately when explaining CSR concepts in professional contexts</p> | <p><b>Practical lesson 1.</b><br/> 1. What is corporate social responsibility?<br/> 2. Prepositions. Prepositions of position and movement.</p> <p><b>Resources:</b><br/> Literature: 1, 2, 3, 5.<br/> Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br/> Internet sources: 28, 36, 37.</p> | 2         |
|                                                                                                                                                                                                                                         | <p><b>Self-study:</b><br/> producing summaries and notes using active vocabulary from studied materials;<br/> applying grammatical forms in structured writing tasks and exercises.</p>                                                                                                                     | 1         |
| <p>to use spatial prepositions effectively in discussions of CSR activities within PR frameworks;<br/> to strengthen comprehension skills by identifying key information in subject-specific texts</p>                                  | <p><b>Practical lesson 2.</b><br/> 1. What is CSR in public relations?<br/> 2. Prepositions of position and movement.</p> <p><b>Resources:</b><br/> Literature: 1, 2, 3, 5.<br/> Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br/> Internet sources: 28, 36, 37.</p>                       | 2         |
|                                                                                                                                                                                                                                         | <p><b>Self-study:</b><br/> classifying and using vocabulary items according to communicative purpose;<br/> editing texts to improve grammatical correctness and syntactic clarity.</p>                                                                                                                      | 1         |
| <p>to correctly employ prepositions of time when outlining CSR initiatives and timelines;<br/> to improve written accuracy by producing well-structured descriptions of PR activities</p>                                               | <p><b>Practical lesson 3.</b><br/> 1. What is CSR in public relations?<br/> 2. Prepositions of time.</p> <p><b>Resources:</b><br/> Literature: 1, 2, 3, 5.<br/> Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br/> Internet sources: 28, 36, 37.</p>                                        | 2         |
|                                                                                                                                                                                                                                         | <p><b>Self-study:</b></p>                                                                                                                                                                                                                                                                                   | 1         |

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|                                                                                                                                                                                                 | doing grammar exercises;<br>reading and translating a newspaper article on the topic                                                                                                                                                                                    |   |
| to select appropriate prepositions following verbs when discussing advantages of CSR;<br>to enhance speaking fluency by expressing cause-and-effect relationships in business contexts          | <b>Practical lesson 4.</b><br>1. The benefits of corporate social responsibility.<br>2. Prepositions after verbs.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                 | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                    | 1 |
| to use noun-preposition combinations precisely in professional and academic communication;<br>to develop reading-for-detail skills by recognizing common collocations in authentic materials    | <b>Practical lesson 5.</b><br>1. The benefits of corporate social responsibility.<br>2. Prepositions after nouns.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                 | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                        | 1 |
| to incorporate phrasal verbs naturally when describing career development and professional growth;<br>to build interactive speaking skills through discussing career choices and personal goals | <b>Practical lesson 6.</b><br>1. A career path to do good.<br>2. Phrase verbs.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                    | 2 |
|                                                                                                                                                                                                 | <b>Self-study:</b><br>organising and categorising vocabulary for revision and active recall;<br>applying grammatical structures in guided speaking and writing tasks.                                                                                                   | 1 |
| to demonstrate flexibility in using phrasal verbs across different communicative situations;<br>to improve discourse production by constructing coherent narratives about career paths          | <b>Practical lesson 7.</b><br>1. A career path to do good.<br>2. Phrase verbs.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                    | 2 |
|                                                                                                                                                                                                 | <b>Self-study:</b>                                                                                                                                                                                                                                                      | 1 |

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|                                                                                                                                                                                                                              | preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction                                                                                                                                                                             |   |
| <b>Unit 2. Ethics in PR. Relative Clauses</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                  |   |
| to expand topic-specific vocabulary related to ethics in communication and use it appropriately in professional contexts;<br>to form and apply relative clauses to add relevant information in clear and accurate statements | <b>Practical lesson 1.</b><br>1. Fundamentals of Ethics in Communication.<br>2. Relative Clauses.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                          | 2 |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>expanding lexical range through independent work with digital resources;<br>practising grammar through repetition, drills, and contextual application.                                                                                                                                     | 1 |
| to use terminology that describes ethical principles when discussing professional conduct;<br>to construct complex sentences with relative clauses to explain the relationships between key concepts                         | <b>Practical lesson 2.</b><br>1. Basic ethical principles, professional responsibility, honesty and transparency in communication.<br>2. Relative Clauses.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                                                                                            | 1 |
| to develop a precise vocabulary for describing ethical standards in public relations;<br>to distinguish between defining and non-defining relative clauses in written and spoken discourse                                   | <b>Practical lesson 3.</b><br>1. Ethical Standards in Public Relations.<br>2. Defining and Non-Defining Relative Clause.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                   | 2 |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>paraphrasing information using appropriate lexical resources;<br>rewriting sentences to ensure grammatical accuracy and cohesion.                                                                                                                                                          | 1 |
|                                                                                                                                                                                                                              | <b>Practical lesson 4.</b>                                                                                                                                                                                                                                                                                       | 2 |

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| to use vocabulary related to international ethical codes and professional accountability with confidence;<br>to correctly integrate defining and non-defining clauses to provide essential and additional information | 1. Ethical Decision-Making in Professional Situations.<br>2. Defining and Non-Defining Relative Clause.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                                                     |   |
|                                                                                                                                                                                                                       | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                              | 1 |
| to apply relevant terminology when analyzing ethical dilemmas in workplace scenarios;<br>to organize ideas using appropriate clause types to ensure clarity and coherence                                             | <b>Practical lesson 5.</b><br>1. International PR ethical codes, professional conduct, and accountability.<br>2. Defining and Non-Defining Relative Clause.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37. | 2 |
|                                                                                                                                                                                                                       | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                                                                  | 1 |
| to use key CSR and ethical communication vocabulary in discussing corporate practices;<br>to accurately choose and apply relative pronouns (who, that, which) in context                                              | <b>Practical lesson 6.</b><br>1. Corporate Social Responsibility and Ethical Communication.<br>2. Relative clauses with who/that/which.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                     | 2 |
|                                                                                                                                                                                                                       | <b>Self-study:</b><br>classifying and using vocabulary items according to communicative purpose;<br>editing texts to improve grammatical correctness and syntactic clarity.                                                                                                                                       | 1 |
| to develop fluency in using branding and CSR-related lexis in extended discourse;<br>to construct grammatically correct sentences with appropriate relative pronouns                                                  | <b>Practical lesson 7.</b><br>1. The role of CSR, ethical branding, and responsible messaging.<br>2. Relative clauses with who/that/which.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                  | 2 |
|                                                                                                                                                                                                                       | <b>Self-study:</b>                                                                                                                                                                                                                                                                                                | 1 |

|                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                               |           |
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|                                                                                                                                                                                                                                     | identifying and summarising key lexical items in professional reading tasks;<br>constructing grammatically correct sentences in controlled and semi-controlled practice.                                                                                                                                                      |           |
| to enrich speech and writing with specialized vocabulary related to ethical branding and communication strategies;<br>to correctly use relative pronouns (whose, whom, where) to express complex relationships                      | <b>Practical lesson 8.</b><br>1. The role of CSR, ethical branding, and responsible messaging.<br>2. Relative clauses with whose/whom/where.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 5.<br>Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.<br>Internet sources: 28, 36, 37.                            | 2         |
|                                                                                                                                                                                                                                     | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                                                   | 1         |
| <b>Індивідуальне завдання</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                               | 15        |
| <b>Разом за 7 семестр</b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                               | <b>60</b> |
| <b>8 СЕМЕСТР</b>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                               |           |
| <b>Unit1. Challenges in Public Relations. The Infinitive</b>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                               |           |
| to actively use specialized vocabulary related to crisis communication and reputation management in professional discourse;<br>to apply non-finite verb forms when describing processes, actions, and outcomes in crisis situations | <b>Practical lesson 1.</b><br>1. Crisis Communication and Reputation Management.<br>2. Non-finite forms of the Verb.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                               | 2         |
|                                                                                                                                                                                                                                     | <b>Self-study:</b><br>implementing vocabulary in analytical and descriptive language tasks;<br>reformulating sentences to improve grammatical precision and fluency.                                                                                                                                                          | 4         |
| to employ functional terminology for describing crisis response strategies and reputation protection measures;<br>to structure complex statements using non-finite forms to express sequence, purpose, and result                   | <b>Practical lesson 2.</b><br>1. Strategies for responding to crises and protecting organizational reputation.<br>2. Non-finite forms of the Verb.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2         |
|                                                                                                                                                                                                                                     | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                                                                                           | 4         |
|                                                                                                                                                                                                                                     | <b>Practical lesson 3.</b>                                                                                                                                                                                                                                                                                                    | 2         |

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| <p>to use appropriate lexical items when discussing media relations and information management practices;<br/>to integrate non-finite verb constructions when explaining professional communication processes</p>                          | <p>1. Media Relations and Information Control.<br/>2. Non-finite forms of the Verb.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                                                              |   |
| <p>to apply media-related vocabulary in contexts involving journalist interaction and press communication;<br/>to use non-finite forms of the verb to express actions related to maintaining credibility and managing information flow</p> | <p><b>Practical lesson 4.</b><br/>1. Working with journalists, press releases, and maintaining credibility.<br/>2. Non-finite forms of the Verb.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p> | 4 |
|                                                                                                                                                                                                                                            | <p><b>Self-study:</b><br/>producing summaries and notes using active vocabulary from studied materials;<br/>applying grammatical forms in structured writing tasks and exercises.</p>                                                                                                                                              | 3 |
| <p>to expand lexical competence in describing public opinion management and stakeholder relations;<br/>to construct grammatically coherent statements using non-finite verb forms in analytical communication</p>                          | <p><b>Practical lesson 5.</b><br/>1. Managing Public Opinion and Stakeholder Expectations.<br/>2. Non-finite forms of the Verb.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                  | 2 |
|                                                                                                                                                                                                                                            | <p><b>Self-study:</b><br/>selecting and using lexical items appropriately in context-specific exercises;<br/>completing gap-filling and sentence-building tasks for grammar consolidation.</p>                                                                                                                                     | 3 |
| <p>to use vocabulary related to ethical and intercultural issues in global public relations;<br/>to apply the infinitive to express purpose, intention, and result in professional contexts</p>                                            | <p><b>Practical lesson 6.</b><br/>1. Ethical and Cultural Challenges in Global PR.<br/>2. The Infinitive.</p> <p><b>Resources:</b><br/>Literature: 1, 2, 3, 4, 6, 7.<br/>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br/>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.</p>                                        | 2 |
|                                                                                                                                                                                                                                            | <p><b>Self-study:</b></p>                                                                                                                                                                                                                                                                                                          | 3 |

|                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |   |
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|                                                                                                                                                                                                                                        | extracting and recording new vocabulary from authentic materials for active use;<br>practising grammatical accuracy through transformation and substitution exercises.                                                                                                                                                               |   |
| to develop terminology for discussing intercultural communication and ethical challenges in international PR;<br>to accurately use infinitive structures when explaining aims, strategies, and professional decisions                  | <b>Practical lesson 7.</b><br>1. Intercultural communication and ethical issues in international contexts.<br>2. The Infinitive.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                          | 2 |
|                                                                                                                                                                                                                                        | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                                                 | 3 |
| <b>Unit 2. PR in the Digital Age. The Infinitive</b>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                      |   |
| to identify key digital communication tools in PR and describe their functions using the Objective Infinitive Complex;<br>to construct clear professional statements about digital strategies applying objective infinitive structures | <b>Practical lesson 1.</b><br>1. Digital Communication Tools in Public Relations.<br>2. The Objective infinitive complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                 | 2 |
|                                                                                                                                                                                                                                        | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                                                                                                  | 4 |
| to analyze the role of social media and digital storytelling in PR communication;<br>to use the Objective Infinitive Complex to report actions, intentions, and audience engagement in online contexts                                 | <b>Practical lesson 2.</b><br>1. Social media platforms, online communication channels, and digital storytelling.<br>2. The Objective infinitive complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                        | <b>Self-study:</b><br>comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                                                                                                                | 4 |
| to develop PR content that supports a consistent online brand image;<br>to apply the Objective Infinitive Complex in describing content                                                                                                | <b>Practical lesson 3.</b><br>1. Content Creation and Online Brand Image.<br>2. The Objective infinitive complex.<br><br><b>Resources:</b>                                                                                                                                                                                           | 2 |

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| creation processes and expected outcomes                                                                                                                                                                   | Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                                                                                                                                               |   |
|                                                                                                                                                                                                            | <b>Self-study:</b><br>organising and categorising vocabulary for revision and active recall;<br>applying grammatical structures in guided speaking and writing tasks.                                                                                                                                                        | 4 |
| to explain the impact of influencer marketing on audience engagement and brand perception;<br>to use the Objective Infinitive Complex to describe collaborations, expectations, and communication outcomes | <b>Practical lesson 4.</b><br>1. Influencer Marketing and Online Communities.<br>2. The Objective infinitive complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                             | 2 |
|                                                                                                                                                                                                            | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs;<br>applying grammatical rules in guided communication tasks.                                                                                                                                                              | 4 |
| to evaluate PR effectiveness using key data analytics tools and metrics;<br>to interpret and report findings using the Subjective Infinitive Complex in formal communication                               | <b>Practical lesson 5.</b><br>1. Data Analytics and Measuring PR Effectiveness.<br>2. The Subjective infinitive complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                          | 2 |
|                                                                                                                                                                                                            | <b>Self-study:</b><br>identifying and summarising key lexical items in professional reading tasks;<br>constructing grammatically correct sentences in controlled and semi-controlled practice.                                                                                                                               | 4 |
| to apply analytics and monitoring tools for assessing PR campaign performance;<br>to use the Subjective Infinitive Complex to present data-driven conclusions and insights                                 | <b>Practical lesson 6.</b><br>1. Using analytics, metrics, and digital monitoring tools in PR campaigns.<br>2. The Subjective infinitive complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                            | <b>Self-study:</b><br>extracting and recording new vocabulary from authentic materials for active use;<br>practising grammatical accuracy through transformation and substitution exercises.                                                                                                                                 | 4 |
| to synthesize data from multiple digital sources to inform PR decision-making;                                                                                                                             | <b>Practical lesson 7.</b><br>1. Using analytics, metrics, and digital monitoring tools in PR campaigns.<br>2. The Subjective infinitive complex.<br><b>Resources:</b>                                                                                                                                                       | 2 |

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| to demonstrate accurate use of the Subjective Infinitive Complex in reporting trends and outcomes                                                                                                                                       | Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                                                                                                                              |   |
|                                                                                                                                                                                                                                         | <b>Self-study:</b><br>developing project work by organising lexical material effectively and using correct grammatical structures in presentation and reporting.                                                                                                                                            | 4 |
| <b>Unit 3. Strategic Communication and Campaign Planning. Participles</b>                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |   |
| to analyze the role of strategic communication in PR and apply appropriate participial constructions in professional contexts;<br>to produce coherent oral and written PR messages using participles to enhance clarity and conciseness | <b>Practical lesson 1.</b><br>1. Strategic Communication in Public Relations.<br>2. Participles.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                 | 2 |
|                                                                                                                                                                                                                                         | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                                                                         | 3 |
| to explain the principles of long-term communication planning and integrate them into PR discourse;<br>to use participles effectively to describe processes, trends, and strategies in extended communication plans.                    | <b>Practical lesson 2.</b><br>1. The concept of strategic communication and long-term communication planning.<br>2. Participles.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                         | <b>Self-study:</b><br>interpreting lexical meaning in reading and listening comprehension tasks;<br>correcting grammatical errors in sample texts and peer work.                                                                                                                                            | 3 |
| to identify key stages of PR campaign planning and describe them using objective participle constructions;<br>to construct grammatically accurate sentences with the Objective Participle Complex in professional communication tasks   | <b>Practical lesson 3.</b><br>1. PR Campaign Planning.<br>2. The Objective Participle complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                   | 2 |
|                                                                                                                                                                                                                                         | <b>Self-study:</b><br>selecting and using lexical items appropriately in context-specific exercises;<br>completing gap-filling and sentence-building tasks for grammar consolidation.                                                                                                                       | 3 |
| to apply and control the organisation of the                                                                                                                                                                                            | <b>Practical lesson 4.</b><br>1. Message Design and Communication Strategy.<br>2. The Objective Participle complex.<br><b>Resources:</b>                                                                                                                                                                    | 2 |

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| meaning of grammatical elements;<br>to identify the logical relations (entailment, presupposition, implicature, etc.)                                                                                                                                  | Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                                                                                                                                                          |   |
|                                                                                                                                                                                                                                                        | <b>Self-study:</b><br>classifying and using vocabulary items according to communicative purpose;<br>editing texts to improve grammatical correctness and syntactic clarity.                                                                                                                                                             | 3 |
| to use a variety of subskills to distinguish between relevant and irrelevant information;<br>to identify key words in longer stretches of speech and use them to understand the gist                                                                   | <b>Practical lesson 5.</b><br>1. Message Design and Communication Strategy.<br>2. The Objective Participle complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                          | 2 |
|                                                                                                                                                                                                                                                        | <b>Self-study:</b><br>organising and categorising vocabulary for revision and active recall;<br>applying grammatical structures in guided speaking and writing tasks.                                                                                                                                                                   | 3 |
| to reproduce and produce effectively topical vocabulary in oral and writing speech;<br>to apply grammar rules                                                                                                                                          | <b>Practical lesson 6.</b><br>Developing persuasive messages for different audiences and communication channels. The Subjective Participle complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.          | 2 |
|                                                                                                                                                                                                                                                        | <b>Self-study:</b> studying thematic information; developing grammatical skills; analyzing grammar rules.                                                                                                                                                                                                                               | 3 |
| to predict what a text will be about;<br>to distinguish main ideas from supporting details;<br>to understand relations between parts of a text through the use of linking words/phrases;<br>to guess the meaning of new words/expressions from context | <b>Practical lesson 7.</b><br>1. Developing persuasive messages for different audiences and communication channels.<br>2. The Subjective Participle complex.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                                        | <b>Self-study:</b><br>preparing presentations on the topic;<br>doing grammar exercises;<br>reading and translating a newspaper article on the theme.                                                                                                                                                                                    | 3 |
| to predict what a text will be about;<br>to distinguish main ideas from supporting details;                                                                                                                                                            | <b>Practical lesson 8.</b><br>1. Evaluating Communication Campaigns.<br>2. The Subjective Participle complex.<br><b>Resources:</b>                                                                                                                                                                                                      | 2 |

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| to understand relations between parts of a text using linking words/phrases;<br>to guess the meaning of new words/expressions from context.                                                                                                   | Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                                                                                                                                           |   |
|                                                                                                                                                                                                                                               | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                                                                              | 3 |
| <b>Unit 4. Branding and Corporate Identity. The Gerund</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                          |   |
| to develop professional reading and speaking skills by explaining key branding concepts and terminology;<br>to use gerund forms to describe processes, functions, and roles in brand creation (e.g., defining, building, positioning a brand) | <b>Practical lesson 1.</b><br>1. The Concept of Brand and Brand Identity.<br>2. The Gerund.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                   | 2 |
|                                                                                                                                                                                                                                               | <b>Self-study:</b><br>using vocabulary actively in role-play and simulation activities;<br>constructing coherent statements using appropriate grammatical patterns.                                                                                                                                      | 3 |
| to interpret and discuss brand positioning strategies in professional contexts;<br>to apply gerund structures when describing ongoing strategic activities and marketing processes                                                            | <b>Practical lesson 2.</b><br>1. Brand image, brand positioning and corporate identity.<br>2. The Gerund<br><br><b>Resources:</b><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                                               | <b>Self-study:</b><br>writing study and specialism- related essays to develop an argument;<br>explaining advantages and disadvantages of various options.                                                                                                                                                | 3 |
| to analyze and present brand communication strategies using appropriate professional vocabulary;<br>to use gerunds to describe methods, tools, and channels of communication (e.g., advertising, promoting, targeting audiences)              | <b>Practical lesson 3.</b><br>1. Brand Communication Strategies.<br>2. The Gerund<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                             | 2 |
|                                                                                                                                                                                                                                               | <b>Self-study:</b><br>selecting and using lexical items appropriately in context-specific exercises;<br>completing gap-filling and sentence-building tasks for grammar consolidation.                                                                                                                    | 3 |
|                                                                                                                                                                                                                                               | <b>Practical lesson 4.</b>                                                                                                                                                                                                                                                                               | 2 |

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| to develop listening and speaking skills through discussion of PR practices and media communication;<br>to use gerund constructions, including more complex patterns, to explain communication strategies and their purposes | 1. Communicating brand values through media and public relations.<br>2. Complexes with the Gerund.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                      |   |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>comparing and organising vocabulary from different sources for productive use;<br>transforming grammatical structures in controlled and communicative practice.                                                                                                                              | 3 |
| to evaluate factors influencing corporate image in professional discourse;<br>to use complex gerund structures to discuss causes, effects, and outcomes in reputation management                                             | <b>Practical lesson 5.</b><br>1. Corporate Image and Brand Reputation.<br>2. Complexes with the Gerund.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                 | 2 |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>integrating newly acquired vocabulary into short written and spoken outputs;<br>applying grammatical rules in guided communication tasks.                                                                                                                                                    | 3 |
| to engage in professional discussions on public perception and brand reputation;<br>to apply advanced gerund constructions to describe relationships between actions, strategies, and audience response                      | <b>Practical lesson 6.</b><br>1. The relationship between branding, reputation, and public perception.<br>2. Complexes with the Gerund.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. | 2 |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>classifying and using vocabulary items according to communicative purpose;<br>editing texts to improve grammatical correctness and syntactic clarity.                                                                                                                                        | 3 |
| to develop speaking and writing skills through creating brand narratives;<br>to use gerund and gerundial complexes to structure ideas about storytelling techniques in branding                                              | <b>Practical lesson 7.</b><br>1. Storytelling and Brand Narratives.<br>2. Complexes with the Gerund.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38.                                    | 2 |
|                                                                                                                                                                                                                              | <b>Self-study:</b><br>writing thematic essays by employing relevant vocabulary and ensuring grammatical accuracy and coherence in written discourse.                                                                                                                                                               | 3 |
|                                                                                                                                                                                                                              | <b>Practical lesson 8.</b>                                                                                                                                                                                                                                                                                         | 2 |

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| to produce a coherent brand narrative using appropriate professional language;<br>to demonstrate accurate and flexible use of gerund forms and complexes in professional communication tasks | 1. Storytelling and Brand Narratives.<br>2. Complexes with the Gerund.<br><br><b>Resources:</b><br>Literature: 1, 2, 3, 4, 6, 7.<br>Recommended materials: 9 11, 13, 14, 15, 18, 19, 20.<br>Internet sources: 26, 27, 29, 30, 32, 33, 34, 35, 38. |               |
|                                                                                                                                                                                              | <b>Self-study:</b><br>preparing presentations using appropriate professional vocabulary and applying grammatical accuracy in oral delivery and interaction.                                                                                       | 3             |
| <b>Індивідуальне завдання</b>                                                                                                                                                                |                                                                                                                                                                                                                                                   | 20            |
| <b>Разом за 8 семестр</b>                                                                                                                                                                    |                                                                                                                                                                                                                                                   | <b>60</b>     |
| <b>ВСЬОГО</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                   | <b>720/24</b> |

### III. РЕКОМЕНДОВАНІ ДЖЕРЕЛА

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