

Міністерство освіти і науки України
Національний університет водного господарства
та природокористування

Кафедра іноземних мов

06-09-94М

МЕТОДИЧНІ ВКАЗІВКИ

та навчальні завдання
з розвитку англomовного професійного спілкування
до практичних занять і самостійної роботи
для здобувачів вищої освіти першого (бакалаврського) рівня
за освітньо-професійними програмами «Психологія» спеціальності
053 «Психологія»; «Журналістика» спеціальності 061
«Журналістика»; «Середня освіта (Історія)» спеціальності 014.03
«Середня освіта (Історія)» всіх форм навчання

Рекомендовано науково-
методичною радою з якості
ННІЕМ
Протокол № 2 від 17.10.2024 р.

Рівне – 2024

Методичні вказівки та навчальні завдання з розвитку англomовного професійного спілкування до практичних занять і самостійної роботи для здобувачів вищої освіти першого (бакалаврського) рівня за освітньо-професійними програмами «Психологія» спеціальності 053 «Психологія»; «Журналістика» спеціальності 061 «Журналістика»; «Середня освіта (Історія)» спеціальності 014.03 «Середня освіта (Історія)» всіх форм навчання. [Електронне видання] / Літвінчук А. Т. – Рівне : НУВГП. 2024. – 35 с.

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Передмова

Методичні вказівки та навчальні завдання з розвитку англomовного професійного спілкування для практичних занять і самостійної роботи для здобувачів першого бакалаврського рівня вищої освіти всіх форм навчання ОПП «Психологія», «Журналістика», «Історія» укладено відповідно до програмних компетентностей та результатів навчання даних ОПП щодо здійснення усної та письмової комунікації іноземною мовою.

В сучасному світі англійська мова є основним інструментом інструментом професійного спілкування у багатьох сферах діяльності. Для здобувачів першого бакалаврського рівня вищої освіти за спеціальностями «історія», «психологія» та «журналістика» володіння англomовним професійним мовленням відкриває доступ до міжнародних наукових досліджень, дозволяє брати участь у глобальних дискусіях та сприяє успішній кар'єрі у відповідних галузях.

Ці методичні вказівки та навчальні завдання спрямовані на розвиток навичок англomовного професійного спілкування, що є ключовими для студентів. Матеріали методичної розробки орієнтовані на практичне оволодіння мовними структурами та лексикою, необхідними для ефективної комунікації в академічному та професійному середовищі, зокрема під час практичних занять і самостійної роботи.

Завдяки різноманітним завданням, студенти зможуть розвинути свої мовленнєві компетентності, зосереджуючи увагу на специфіці англomовного спілкування у сфері історії, психології та журналістики, що сприятиме їхній професійній інтеграції та самореалізації.

UNIT 1. UNIVERSITY PATHWAYS TO A PROFESSIONAL CAREER

Lead-in: *Introduce and familiarise yourself with the concepts of **brain gain, brain drain, and brain sharing**. Discuss the concepts using the questions below:*

- *What do you think are the main reasons behind brain drain?*
- *How might brain gain benefit a country or region?*
- *In what ways can brain sharing create a win-win situation for both home and host countries?*

VOCABULARY ACTIVATOR

Topical Vocabulary	
conventional / unconventional	to highlight
distract / distraction	to overcome
draining	to pick up on sth
in the long run	to pop up
procrastination	to postpone
tempting	to put off
to ace	to rewind
to binge	to succeed
to catch up on	to swap

Task 1. Match the words from the topical vocabulary to the definitions given below.

1. Not based on or conforming to what is generally believed or done. _____
2. To prevent someone from giving full attention to something.

3. To succeed in dealing with a problem or difficulty. _____
4. To appear or occur suddenly or unexpectedly. _____
5. The action of delaying or postponing something. _____
6. To do well on a test or task. _____
7. To exchange one thing for another. _____
8. To do something you have not been able to do until now.

Task 2. Complete the sentences with one of the words from the

topical vocabulary in the correct form.

1. Her _____ approach to solving the problems often leads to innovative solutions.
2. Staying up late night is _____ and affects your health.
3. Researchers had to _____ many challenges to accurately date the artifacts from the ancient ruins.
4. _____ is often caused by fear of failure or lack of motivation.
5. It's easy to _____ watch an entire season of a show on a lazy weekend.
6. She managed to _____ her history test with ease by focusing on primary sources.
7. He spent the summer _____ up on the latest historical research publications.
8. The team decided to _____ off their analysis until more funding is available.

Task 3. Read the following text and get ready to give an overview of the problems of business at a time of transformation.

How to make the most of your university lectures

University lecture is an important part of your academic life and, for the most part, determine the successful outcome of your degree. But since lectures are often not self-paced, most students find it challenging to absorb all the knowledge shared throughout the session.

To make the most of your university lectures, one can highlight some strategies that can be used in maximising your lecture time. By following these steps, you can optimise your learning experience and perform better on exams and assignments.

Active listening

Active listening is perhaps one of my most effective strategies for picking up on valuable information. Rather than just mindlessly taking notes, try to listen with an open mind, engage with the lecture materials and ask questions on areas that may seem confusing.

This way, you will not only remember what was said, but also get more interested in the topic.

Paying attention to details

To be real, paying attention to the details is easier said than done. There are always those tiny distractions; either notifications from our social media handles or emails popping up on your screen.

So, some unconventional strategies to adopt for managing distractions on your device while learning is by turning off notifications or pop-ups that might pull you out of the lecture.

Taking notes with your laptop, make sure your attention is focused on just the lecture going on. So, as with your phone, turn on the do-not-disturb feature to minimise interruption in the course of the lectures.

Taking a break

Another tip that helps stay focused during lectures and improves learning experience is to take a break before class. It sounds counterintuitive, but taking a few minutes to clear your mind and get in the right headspace before the lecture starts helps you stay engaged and focused.

Taking notes

There's a unique art to taking notes that involves more than just scribbling everything the lecturer says on your notepad. Doing this can be time-consuming and draining and you may miss out on important details. Instead, you want to focus on key points and spend the remainder of your time listening. This will make reviewing your notes easier and save you a lot of time in the long run.

Alternatively, you can adopt the three-in-one system where you section your note into three parts. One section would be dedicated for notes, the other for cues, and the last for summaries. Find what works best for you and apply.

Choosing your seat wisely

Your seat position is just as important as your notes for maximising your university lecture experience. Sitting in the front row where the lecturer can see you and where you will be less distracted by friends or latecomers can be more conducive for you to stay engaged and focused.

Doing your classwork and assignments promptly

If you want to make the most out of your university lectures and ace your classes, you want to avoid procrastination and be more decisive and disciplined with your coursework.

Take notes during lectures and immediately start on any classwork or assignments due soon after. If there's nothing due, try to get a head-start

on the next set of work. This way, you will have more time to review and ask questions if you need to.

It's tempting to put things off and relax after a long lecture, but it's not worth it in the long run. Plus, finishing work early means more free time to do what you love, whether it's playing video games, hanging with friends, or binging Netflix.

Asking questions

Asking questions is an important part of staying engaged through class. Plus, you're likely to make an impression on your lecturer when you show you're not just a passive listener, but an active participant in the lecture. Still, constant questions during lectures can disrupt flow and slow the learning pace for others, and sometimes the lecturer might not have the answer available off the top of their head. So instead, take notes and do your research on concepts you didn't fully understand after class. Use online educational resources like Khan Academy, Crash Course, or even YouTube to supplement your learning. And then if you still feel stuck, reach out to your lecturer in private or shoot them an email.

Swapping notes

By swapping notes, I don't mean just copying someone else's notes or asking to borrow them. Find a friend or classmate who takes good notes and ask to exchange notes with them after every lecture.

This might sound a bit out of line, but everyone takes notes differently. By swapping notes with someone else, you get the chance to see the lecture from a different perspective and maybe even pick up on things you missed.

You can find someone who has a clever way of explaining difficult concepts in their notes, e.g. graphics and diagrams to break down complex terms into easier-to-understand formats, other visual aids that can help grasp the information better.

Overcoming problems

Sometimes we all fall behind in class or struggle to understand what the lecturer is saying. It happens to the best of us, especially when we have lots of assignments or exams to cover.

One thing you can do to stay organised is use planners or calendars to keep track of important priorities. Make sure to set aside time each day to review your notes and catch up on any readings or assignments you may have missed.

Another helpful approach is to reach out to your classmates or lecturer for help. You can also form study groups with your classmates to help each other out and review material together.

Alternatively, you can record the lecture (with permission, of course), and then listen to it on your own time. That way, you can pause, rewind, and replay until you fully grasp the material.

University is all about learning and growing – and sometimes, that means finding your way to succeed. So feel free to try something different, even if it feels unconventional.

(Adapted from <https://www.topuniversities.com/student-info/student-stories/how-make-most-your-university-lectures>)

Task 5. Complete the sentences with one of the words in bold from the text.

1. The company decided to _____ its outdated technology infrastructure to stay competitive in the market.

2. The CEO's vision and leadership helped _____ the company towards success in the new market.

3. The negative reviews from dissatisfied customers can _____ the company's reputation.

4. The organisation aimed to _____ the potential of its employees by providing them with training and development opportunities.

5. The startup company implemented innovative strategies and managed to _____ in a highly competitive market.

6. The board of directors made _____ to expand the company's operations in international markets.

7. The rapid advancement of technology has brought about _____ changes in the business world.

8. The ability to adapt to unexpected challenges is a key characteristic of business _____.

9. The company's main _____ is to become a leader in sustainable practices.

10. The CEO was faced with an _____ amount of work due to the company's rapid expansion and numerous new projects.

UNIT 2. A GLIMPSE INTO PSYCHOLOGY

Task 1. How can you organise information in a lecture? Match the beginnings and endings.

1. question and	<input type="checkbox"/>	a. contrast
2. problem and	<input type="checkbox"/>	b. definition
3. classification and	<input type="checkbox"/>	c. disadvantages
4. advantages and	<input type="checkbox"/>	d. effect
5. comparison and	<input type="checkbox"/>	e. events
6. cause and	<input type="checkbox"/>	f. supporting information
7. sequence of	<input checked="" type="checkbox"/>	g. process
8. stages of a	<input type="checkbox"/>	h. solution
9. theories or opinions then	<input type="checkbox"/>	i. answer

Task 2. Read the lecture and find out the main focus of each branch and its practical application.

Good morning to you all. In today’s lecture, I’m going to talk about some of the different branches of psychology. Broadly speaking, there are five main branches: social psychology, neuropsychology, developmental psychology, personality psychology, and clinical psychology. Within these branches there are other more specialised fields. I’m going to describe each of these branches and some of their subfields.

The first branch I’m going to talk about is social psychology. This branch is concerned with how people relate to each other in groups. It includes analysing ways individuals are affected by mass behaviour and the media. One of the applications of social psychology is in government planning. By analysing patterns of social behaviour, government departments can draw up effective policies. Another area where social psychology is useful is industry. For example, in the advertising world, social psychologists carry out surveys to find out how effective an advertising campaign has been.

Now I’d like to go on to describe one subfield of social psychology, and that is organisational psychology. This field focuses particularly on group dynamics and how people are motivated at work. It’s important because it has practical applications in all organisations. Its main function is to design effective systems to help people work productively together. For example, it can be used to design management structures, establish effective teams, select the best employees, and motivate them.

The second main branch of psychology I’d like to talk about is neuropsychology. This is the branch of psychology that studies the

structure of the brain and the effect that stimuli may have on the nervous system and behaviour. Neuropsychology is especially useful in the field of medicine; for example, a neuropsychologist may analyse people's behaviour when they have taken specific drugs. But, neuropsychology can also have an application in the commercial world ... When you go to a restaurant or a supermarket, have you noticed how the lighting or the background music affects your mood? Yes? ... Well, the retail and catering industries use the research of neuropsychologists to decide which lighting and music will make customers feel like spending more.

Let's move on now to a third branch – developmental psychology. This branch focuses, as you might expect, on the way people's brains develop and mature during their lifetime. It is concerned with the ways in which children and young people form their understanding of the world and their relationship with it.

Next, I'd like to look at an important subfield of developmental psychology – educational psychology. This is the specialist field that deals with learning. It is closely linked to developmental psychology because it is concerned with the relationship between the evolution of the cognitive functions and the process of learning. An example of a practical application of this field would be the case of an educational psychologist testing children to discover their preferred learning styles and deciding which educational approach will benefit them most.

Now, I'd like to turn to the fourth branch of psychology, and that is personality psychology. This branch of psychology focuses on analysing the behaviour of individuals and classifying them into personality types. It has practical applications in a variety of contexts: for selecting employees; in psychotherapy; and in police investigations, where forensic psychologists draw up personality 'profiles' of criminal suspects. This is called 'profiling'.

The fifth branch of psychology I'd like to look at is clinical psychology ... The main focus of this field is the diagnosis and treatment of individual behavioural problems and mental disorders. Clinical psychologists often work in hospitals, health centres and private clinics.

Finally, I'd like to mention counselling, which is widely known subfield of clinical psychology. Counsellors help healthy people to manage unusually stressful situations such as divorce, the death of a family member, post-traumatic stress disorder (PTSD), social isolation,

etc. At universities, and in schools in particular, counsellors help students to overcome problems like peer pressure, bullying or drug abuse.

Task 3. A. How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram flow chart headings and notes spidergram table timeline two columns

B. How could you take notes of the lecture in Task 3. Use the most suitable type for you and reproduce the information from the lecture in the most detailed way.

Task 4. Follow the link to find out more about different branches of psychology. Take notes and get ready to share the information with others.

Task 5. Look at the page from an English-English dictionary (below). See some dictionary entries and check your understanding when answering the questions.

1. How many meanings can you find for each word?
2. Which words are both a noun and a verb? What kind of verbs are they?
3. What kind of noun is each one?
4. How are the words used in psychology?

behave

behave /br'heiv/ v [I] 1. act in a specific way: *Some chemicals behave unpredictably when they are subjected to heat.* 2. act in a socially acceptable way: *The children usually behave when they visit their grandmother.*

behaviour /br'heivjə(r)/ n [U] 1. a way of acting: *The children were on their best behaviour.* 2. (Psych.) a response to a stimulus under controlled conditions: *The behaviour of Pavlov's dogs was conditioned in laboratory experiments.*

behavioural /br'heivjərəl/ adj relating to behaviour: *behavioural psychology*

behaviourism n [U] /br'heivjərizəm/ (Psych.) the theory that human behaviour is dictated by responses to external stimuli: *Behaviourism is a widely accepted theory in modern psychology.*

behaviourist /br'heivjərist/ n [C] someone who supports the theory of behaviourism: *B.F. Skinner was an influential 20th-century behaviourist.*

conditional

cognition /kɒg'nɪʃn/ n [U] 1. the process of thinking. 2. the result of cognition. – **cognitive** /kɒg'nətɪv/ adj relating to thought processes

cognitivism /kɒgnɪtɪvɪzəm/ n [U] the theory that the brain acquires knowledge by processing information

condition /kən'dɪʃn/ n [C] 1. a state: *a mental condition* 2. (pl) specific circumstances: *Social conditions may affect motivation.* 3. a limitation on a situation: *He agreed to pay for the damage on the condition that he could see the completed work.* 4. (Psych.) a treatment in an experiment – **conditioning** /kən'dɪʃnɪŋ/ n [U] 1. the process of modifying behaviour by stimulus and reinforcement.

condition /kən'dɪʃn/ v [T] (Psych.) to modify behaviour by stimulus and reinforcement: *Pavlov conditioned his dogs to salivate when a light flashed.*

conditional /kən'dɪʃənəl/ adj depending on conditions – **conditionally** /kən'dɪʃənəli/ adv.

Task 6. Look at the pictures and answer the questions.

- Which field of psychology is shown in each picture?
- What else do these psychologists do?



Task 7. Read the text and learn about the ways of classifying psychology. Get ready to reproduce the information.

As psychology is such a wide discipline, it can be classified in a variety of ways. For example, it can be viewed either as a pure science or as an applied science. It can also be classified according to approach: *process* or *person*. Alternatively, psychology can be classed under several major theoretical principles: behaviourist, cognitive, psychodynamic, humanistic and social constructivist. In addition to these categories, psychology can be divided into specialist fields; for example: biopsychology, social developmental, forensic and clinical psychology.

When its main function is to research basic principles, psychology is regarded as a pure science. The academic psychologist researches into theory, expands knowledge and lays the foundations for further research. Theoretical research is usually carried out under controlled conditions and is particularly relevant to the fields of biopsychology and neuropsychology. However, pure science can have wider, practical applications.

Although psychology may be classed as a pure science, it can also be an applied science. When research in psychology is used for practical purposes, to solve a social or organizational purposes, to solve a social or organizational problem, for instance, it is called applied psychology. A psychologist working in this area either practices in a professional field, or carries out research into the practical applications of a theory. An example of this would be research into the effect of sleep deprivation in human behaviour.

As well as being classified as a science, psychology can also be divided into two main approaches: *process* or *person*. The *process* approach, as the name suggests, analyses the processes, both biological and cognitive, that constitute human behaviour. This approach is closely connected with laboratory research and does not necessarily distinguish between human and animal behaviour. In contrast, the *person* approach focuses on the interaction between people and the ways in which they understand their experience.

An alternative method of classifying psychology is by its major theories. Behaviourists claim that human behavior is almost exclusively determined by environmental, or external influences, and reject the belief that subjective factors, such as feelings, are valid means of explaining it.

Cognitive psychologists, on the other hand, recognize the validity of subjective reporting to explain behavior but combine this with analyzing mental processes, such as reasoning and language. In contrast, Freud took the view that the unconscious drives human behavior. In a further development, Gergen evolved a social-constructivist theory, claiming that individual behavior is affected by its socio-historic context.

Psychology can also be divided into its applied fields. An example of this is the work of educational psychologists, whose professional role falls within the field of developmental psychology. Although this field is classed under the *person* approach, an educational psychologist may also apply techniques from the *process* approach. For instance, in the case of a child with learning difficulties, the psychologist may use cognitive tests to identify limitations in attention or perception. Alternatively, they may need to refer to the child's family background to investigate its affective development; the *person* approach. The fact is, that although research has provided the psychologist with a range of approaches and principles, the boundaries between them are neither fixed nor mutually exclusive.

Task 8. Extend your vocabulary skills. Find the words in the text in Task 7 which go together with the words in the box.

<i>foundation</i>	<i>socio-historic</i>	<i>pure</i>	<i>view</i>	<i>discipline</i>
<i>humanistic</i>	<i>influences</i>	<i>affective</i>	<i>principles</i>	<i>processes</i>

- Do they make noun or verb phrases?
- What is the meaning of each phrase?

Task 9. Work in groups to prepare a project under the title 'Exploring the Branches of Psychology' when focusing on a specific branch. Research, analyse, and present your findings in a presentation.

UNIT 3. A GLIMPSE AT JOURNALISM

Lead-in: The News Discussion

1. Do you read/watch the news often? What topics are you interested in?

2. Do you like talking about the news with your friends or family? Do you tend to agree or disagree?

3. What are the main stories you have been following in the news recently?

4. What are some important news stories from your country that have happened recently?

5. What are some of the most memorable news events from your life?

6. Do you prefer to get your news from newspapers, the TV, the radio or the internet? What are the pros and cons of each of these?

7. How has the internet changed the way we get our news? What are the good and bad things about this change?

8. Is there too much bad news these days? If so, why do you think that is? Isn't this just the reality?

Task 1. Choose the correct option for each gap.

1. _____ gathered outside the actor's house, waiting to take pictures.

- a. Audience
- b. Sports reporters
- c. Broadcast
- d. Paparazzi

2. Everyone knew about the earthquake, as it was _____ news.

- a. journalist
- b. front-page
- c. article
- d. reporter

3. We watched a funny _____ advertising a new brand of cereal.

- a. blog post
- b. article
- c. commercial
- d. headline

4. The show's _____ is made up of young people, most of whom are under 30.

- a. audience
- b. advertisement
- c. host
- d. newspaper

5. He's a well-known _____ who writes articles for a national newspaper.

- a. paparazzi
 - b. journalist
 - c. cameraman
 - d. viewer
6. I read an interesting _____ in a magazine the other day.
- a. blog post
 - b. paper
 - c. article
 - d. tabloid
7. Everyone knew about the earthquake, as it was _____ news.
- a. journalist
 - b. front-page
 - c. article
 - d. reporter
8. I've always been a reader, and I definitely prefer _____ to radio and television.
- a. mainstream
 - b. print media
 - c. broadcast
 - d. headlines
9. She bought the car after seeing a cool _____ in the newspaper.
- a. ad
 - b. commercial
 - c. headline
 - d. broadcast
10. Not including the Metro, which is distributed for free, The Sun has the highest _____ in the UK, selling around 45,000 copies per day.
- a. headline
 - b. mainstream
 - c. circulation
 - d. broadcast
11. Television camera crews _____ the event all round the world.
- a. headline
 - b. mainstream
 - c. broadcast
 - d. circulation

12. The internet has a problem with addictive, low-quality _____.
- a. mainstream
 - b. clickbait
 - c. circulation
 - d. broadcast

Task 2. Read the text and decide whether you agree or disagree with the study and the author’s opinion. Is it supposed to change in the future?

Newspapers Face Challenges but Remain Profitable Worldwide, Study Says

Print journalism is changing. But it’s not dying. That, essentially, is the finding of a report looking at the fiscal health of newspapers, not just in the United States but around the world. The survey, issued by the World Association of Newspapers and News Publishers, looked at papers in more than 70 countries. The study outlines a fundamental shift in how newspapers make money. For decades, the lion’s share of earnings came from printed display ads, but with ad revenues falling that’s no longer the case. Now, for the first time ever, newspapers worldwide earn more from circulation than from advertising, said Larry Kilman, the group’s secretary general.

In other words, more money now comes from newspaper sales and subscriptions, either to the print product or digitally through paywalls, than from printed ads.

“We can freely say that audiences have become publishers’ biggest source of revenue,” Kilman said.

That represents what Kilman called a “seismic shift.” Throughout much of the 20th century, advertising brought in as much as 80 percent of revenues in some markets.

But despite predictions by digital media pundits that newspapers are dead or dying, print journalism remains surprisingly feisty, resilient – and profitable.

“Globally, more than 93 percent of all newspaper revenues still come from print, and print will continue to be a major source of revenue for many years to come,” Kilman said.

Worldwide, newspapers generated an estimated \$179 billion in revenue in 2018, the study found, with \$92 billion coming from print

and digital circulation, and \$87 billion from advertising. That's larger than the book publishing, music, or film industries.

Another surprising finding – print circulation actually increased more than 6 percent worldwide in 2018 from the previous year, largely due to circulation increases in India and elsewhere in Asia, Latin America, the Middle East, and Africa. Circulation was down in North America, Europe, and Australia.

Interestingly, the newspaper business in India, where some of the largest papers have more than 10 million daily readers, is the most robust worldwide, the report found.

Overall, the combination of print and digital has meant a growing readership for newspapers worldwide, Kilman said.

“Around 2.7 billion people around the world read newspapers in print and more than 770 million on desktop digital platforms,” Kilman said.

“However, there is increasing evidence – from countries with sophisticated and robust metrics – that print and digital combined are increasing audiences for newspapers globally.”

As for the future, more and more readers are getting their news from mobile devices, the report says.

Worldwide, consumers spend more than two hours a day with mobile (97 minutes) and tablets (37 minutes), which together account for 37 percent of media time, compared to TV (81 minutes), desktop computers (70 minutes), radio (44 minutes), and print (33 minutes), the report found.

Time spent using smartphones now exceeds web usage on PCs in the United States, the United Kingdom, and Italy. For 19 of the top 25 U.S. newspaper sites, mobile traffic exceeded desktop by at least 10 percent, according to Pew Research.

And those using only mobile devices to consume newspaper digital content increased 53 percent in March 2019 from the same month a year ago, according to the Newspaper Association of America.

As mobile use increases, so does revenue from digital advertising.

But the report echoes findings that I've written about before, namely that even if digital ad revenue continues to rise, it won't be enough to make up for lost print ad revenue.

Why? “The main benefactors of digital ad spending continue to be social media and technology companies,” the study said, noting that in

2018 Google took the biggest share, a whopping 38 percent (\$19.3 billion) of digital ad revenue. Facebook took nearly 10 percent.

Therein lies the dilemma facing newspaper publishers: print remains the largest source of revenue and will clearly be around for many years to come. But ad revenue from print continues to decline and digital advertising won't be.

Task 3. Match the following words from the text with their correct definitions.

1. fiscal	a. a significant or dramatic change
2. circulation	b. the income that a business or organization receives regularly
3. resilient	c. related to money or finances
4. seismic shift	d. strong and able to recover quickly from difficult conditions
5. revenue	e. the number of copies of a newspaper or magazine distributed on a regular basis

Task 4. Read the statements below and decide if they are true or false based on the text.

1. The study claims that newspapers are dying worldwide.
2. Newspapers now earn more money from advertising than circulation.
3. Print journalism still generates a large portion of newspaper revenues.
4. Digital ad revenue fully compensates for the loss of print ad revenue.
5. Print circulation has increased in North America.

Task 5. Answer the following questions based on the text.

1. What is the main finding of the study discussed in the article?
2. How have the revenue sources for newspapers changed according to the study?
3. Which region shows the most growth in print circulation, and why?

4. What challenge do newspaper publishers face concerning digital advertising revenue?

Task 5. Write a summary of the text in 4-5 sentences, focusing on the main points about the challenges and profitability of newspapers.

Task 6. Write a short essay (150-200 words) on the following topic:

- **"Will print newspapers survive in the digital age?" Provide arguments based on the text and your own opinions.**

Task 7. Learn more about the media today and its peculiarities in terms of grammar and vocabulary. Pay attention to the underlined words to check if you know them, and use the dictionary if necessary. Get ready to discuss it in groups.

We can all agree that we can't live without news anymore. We read it in newspapers and magazines, watch on TV, find on global news websites, etc., because we have to stay tuned and understand what is happening in our cities and countries. But if local news doesn't require foreign language knowledge, global websites usually provide information using a lot of English media vocabulary. This article will guide you through international news websites and share the most common media words you might need.

Main types of media and news

Before moving forward to the most popular English media words, it is essential to determine the sources from which we can hear them. The [Cambridge Dictionary](#) defines mass media as different methods of providing information to many people. There are three main types of media today:

- **Print media.** It is probably the oldest method of providing and getting information. And, in fact, it is a good way to learn the news vocabulary and practice reading. Print media includes newspapers, magazines, books, flyers, etc.
- **Broadcasting media.** The information provided via various media materials and aimed at different audiences is spreading via broadcasting media. It includes television, radio, video materials, and even games.

- **Digital media.** It is the most modern type of mass media that appeared only at the beginning of this century. Since the invention of the Internet, people have started to get news from websites, social media, online messengers, etc. All these methods are called digital media.

These are the main ways where you can face media-related words. All these options are aimed mostly at broadcasting the news, which also can be separated into several types. Generally, we can divide news into two main categories – hard and soft ones. The first type usually provides information about important events, politics, extreme incidents, etc. Soft news, on the other hand, includes entertainment info, for example, about celebrity lifestyles.

Special grammar features of news headlines

Let's stop at the print media for a little. As we said earlier, it is an excellent way to learn some media vocabulary words and strengthen your reading skills. But when you start practicing, please don't learn with news headlines. The point is that even the biggest newspapers and online publishers neglect basic grammar rules in headings. Here are the most common mistakes that are not considered mistakes when it comes to the news:

- 1. Ignoring the articles, determiners, and adjective and quantitative pronouns.** The main goal of the headline is to catch the reader's attention and allow them to quickly read the article's name to find the one they need. That is why most online and offline printing media ignore small parts of the sentence in the headline. You can see it in this report from [USA Today](#), *Harvey Weinstein back in court* – and in the body of the article, you can see the correct version of the sentence with the missing word is.
- 2. Present Simple describes the present and past.** A great example of this grammar feature is this article from [BBC](#). The headline tells readers about the NASA Moon Rocket that lifts off Earth, while in the main text, you see that the rocket already lifted a few hours ago.
- 3. Words that are clear from the context are omitted.** To make content easier to understand, editors may skip words that are understandable from the context. So, you may often see just the word *dozens* in headlines instead of the phrase *dozens of people*.

4. Particle *to* is used to define future actions. Another uncommon grammar feature you can see mostly in articles' headings. For example, the heading of [this](#) article, *Macaulay Culkin To Legally Change Name*, means that the actor will change his name in the future.

When you read media in English, you can find even more impressive examples of headings written far from the usual [grammar rules](#). But to understand them better, you need to know some basic words and expressions usually used in mass media. And this is what our next section is about.

Comprehensive media words list to expand your vocabulary

If you want to master your English, it is necessary to enrich your vocabulary. This step will help you communicate with people and discuss various topics easily. To achieve this, you need to have basic knowledge of common themes. Below, you can find some words related to news, mass media, and information.

Media vocabulary list: Professions

To pay tribute to the people who supply us with dozens of types of content every day, we will begin our word list with the most popular media professions. All of them are somehow related to creating and providing information.

- A journalist.

It is the most common word in media vocabulary in English. We usually use it to describe anyone who works in the media sphere. A journalist is a person who collects and spreads information about a particular topic for various publishers. You can also use this word to define a news presenter, reporter, columnist, etc.

- An editor.

Editors are those guys who skip the grammar rules that we've mentioned above. An editor is a person who reads and corrects the text according to linguistic terms, supervises the layout of print publications, sets deadlines, collects information about competitors, etc. Editors can also correct storyline scripts when it comes to video reports and broadcasting media.

- An anchor.

In American English, people use this word to define a person who reads the news on the radio or television. In British English, speakers use the simpler word – newsreader.

- **A paparazzo.**

This is probably the most popular type of media worker. Paparazzi are photojournalists who mostly specialize in taking pictures of celebrities in informal circumstances. And even though most famous people don't like paparazzi, this profession remains trendy since more and more readers want to look behind the curtains of the stars' lives.

- **Weather person/weather reporter.**

As you can see from the name, the weather reporter is a person who describes the weather forecast for a particular area, city, or country. Weather reporters often work for television, but sometimes you may hear them on the radio.

English vocabulary on media: Common news-related terms and idioms

Many expressions in English are related to the news. When you learn some words from this list, you will be able to understand the general information you can hear from news anchors. Here are some widespread terms you can see in mass media:

- **Newsworthy** – a topic or event that is important enough to be mentioned in the news.
- **To hit/make/grab the headline** – to become the subject of media discussion.
- **To go on record** – speak publicly about something.
- **A leak/to leak** – leakage of confidential information/to disseminate confidential information.
- **To go viral** – to become extremely popular.
- **Backlash** – negative criticism.
- **Trial balloons** – information that was leaked deliberately to see the reaction.
- **Yellow journalism** – media information based on rumors, scandals, and sensations.

In addition to general terms, there are also many media-related idioms. You can hear such expressions from people working in mass media. Here are our favorite media idioms you can use when talking about this topic:

- **Gooseberry season.**

This idiom describes a period of a news lull when there are no high-profile events, and editors have nothing to publish in their media. For example:

It was gooseberry season, so we had nothing to discuss except Beyoncé's new hairstyle.

• **Media darling.**

You can use this idiom to describe a celebrity who receives a lot of attention from the mass media. For example:

Harry Styles became a media darling in the last few months.

• **A publicity hound.**

While a media darling gets attention unintentionally, a publicity hound literally lives to see their name in the headlines. For example:

Thomas is definitely a publicity hound – obsessed with fame.

• **Word on the wire.**

This simple idiom describes the rumors over the Internet. For example:

I don't believe he said that! I hope it is just a word on a wire.

• **Film at 11.**

Last on our list is the expression that defines irrelevant information. You can use it not only when discussing media but in your daily conversations as well. For example:

X: Did you know that Jake is going to marry Kate?

Y: Film at 11. They broke up a month ago.

• **Break the news.**

This idiom means to give new information publicly or to share info with someone. A common variation is *breaking news* that means to be the first news source to share a newsworthy story with the public. For example:

They just broke the news online that there was a mass shooting in Oregon.

(Adapted from: <https://promova.com/blog/media-vocabulary-for-learning-english-from-the-news>)

Task 8. From the text above select five words and phrases and try to explain them in English in your own words, e.g. *to stay tuned means to stay informed about a particular subject, event, or program.*

Task 9. Use an appropriate word or phrase from among those underlined in the text to complete each sentence.

1. During the tutorial, the instructor will _____ the steps to create an effective blog post.
2. The rumor started _____ social media platforms before it was confirmed to be false.
3. She specializes in _____ topics, writing articles about the latest trends in television and online platforms.
4. The bold headline was designed to _____ immediately.
5. Reading books in a new language can _____ and improve your understanding of it.
6. The _____ the website was cluttered, making it difficult for users to find information.
7. Despite the rapid changes in fashion, vintage clothing _____ among young people.
8. The documentary allows viewers to _____ and see how the show is produced.
9. There was a _____ over the weekend, with very few major events reported.
10. She _____ offended her colleague by making a thoughtless comment.
11. The speaker's long introduction was _____ to the main topic of the presentation.
12. The host asked the audience _____ for more updates after the commercial break.

Task 10. Create 10 questions based on the text to check your groupmates' understanding and ability to reproduce the information.

Task 11. Transform the following sentences into headlines to capture the main idea and make the news more engaging and concise.

1. A major storm is expected to hit the East Coast this weekend, causing potential power outages.
2. The government has decided to lower interest rates to boost the economy.
3. The new policy is designed to improve education standards in all public schools.

4. After months of negotiations, the two countries have finally reached a trade agreement.

5. Researchers have discovered a new treatment that significantly reduces the risk of heart disease.

6. The city is planning to build a new park downtown, which will feature playgrounds, walking trails, and a community garden.

UNIT 4. A GLIMPSE AT HISTORY

Task 1. Read the text and get ready to present the author's idea of what history is.

Often when we speak of history what we truly have in mind is simply the past. But history and the past are not at all the same thing. It is very possible to take the past for granted, to walk on a road without asking who built it, for what purposes, why it was possible, and what else might, at the time, have been possible instead. But to think of the past as “just there” is not to think historically. History is the human activity of striving to understand the past on the basis of written sources, historiography, and our own intuitions. It is the effort to understand other humans and the conditions in which they lived, how they understood those conditions, and how they changed them. If we think historically, the road is not simply there, as an inheritance; it shimmers into possibility and contingency.

History is not the act of fixing everything into place, but the willingness to accept motion of three kinds: the motion of time, the change of things over time, and the change of what was possible and thinkable over time. Even things that seem to remain the same, like a road, change in purpose over time, and alter in the imagination as the world changes around them. And each thing that actually exists, each human achievement that we experience in life and can uncover in records, is also a marker of possibility: it is real, but other things might have been real, had humans made different decisions; and some of those possibilities were actually in human imaginations, and so were part of a historical world. The

things that could have happened, or that people thought could have happened, are also part of history. Your day today, like your life in general, is full of what you expect and hope as well as what you see and receive, and any good historian, in the future, will understand this and seek to recreate it.

History is a loss of innocence. It is to accept that we penetrate a world that is in flow, and that this world penetrates us. If we see that past as just there, and ourselves are entirely separate from it, then we can begin various systems of thought, religious or philosophical, that assume an individual who is innocent of sin or a mind that reasons from first principles. Attractive as such ideas are, they are notions that arise in certain historical conditions, but are not characteristic of history itself. We are not born into a garden or a state of nature that is simply there, waiting for us to recognize its rules, but amidst structures of thought and law and matter that precede us, shape us, exist alongside and within us, and outlive us. We can choose to know this and once we do, we cannot unknow it, and then we become historians. And when I say “we”, I mean all of us: history is not a closed caste, and we are all historians, whether we know it or not -- better or worse ones, to be sure. So as I try to defend history as an activity, what I am really doing is urging us to be better historians.

To be a historian is to accept human participation in the world, to see it, to try to understand it. History cannot have anything to do with innocence: it begins from the recognition that people and their world are inseparable from the commencement of each life, and endorses the method of using written documents to understand this connection by working oneself, working one’s own mind, into the mind of others: to see the world, if only for a moment, as others did. It is an act of penetration that ends with an act of creation.

Working with the historical documents, it is the labour of putting them together that brings the most obvious kind of freedom we as historians enjoy: that of defying time. It is not only that we can be thinking about the past rather than the present. It is

that we have the time to think about a moment in the past in a way that no one in the past could have done. We can read documents slowly that their intended addressees would have had to read in haste. We can read them over and over again, make notes, and confront them with other documents. We can bring together a combination of documents that no one did see at the time, and indeed that no one could have seen at the time. If we can see and understand one moment, we might see and understand others. If we can make sense of parts of the past, we might be able to make sense of parts of the present.

(Adapted from: Snyder T. In Defense of History. In *Lessons on History and from History*: In honour to Prof. Timothy Snyder / ed. by Jan Pomorski. Lublin, 2018)

Task 2. Complete the sentences with one of the underlined words or phrases from the text in the correct form.

1. Many leaders during the Renaissance were _____ to bring about cultural and scientific advancements.

2. The Declaration of Independence did not _____ the challenges the new nation would face, but it was a bold step forward.

3. Archaeologists continue to _____ new artifacts that shed light on ancient civilizations.

4. The introduction of new technologies can _____ the course of history, leading to significant changes in society..

5. The _____ of power and wealth within royal families often led to conflicts and wars throughout history.

6. Ancient Rome managed to _____ many of its enemies due to its superior military tactics.

7. The reforms of the Enlightenment _____ the revolutions that would change the face of Europe.

8. Martin Luther King Jr. used his platform to _____ the people to fight for civil rights.

9. Over time, societies learned to _____ new ideas and cultural practices from other regions, leading to the spread of knowledge.

10. The fight for freedom and equality has been _____ from the concept of human rights throughout history.

11. The Civil Rights Movement finally gained _____ in the 1960s, leading to significant legislative changes.

12. The _____ of World War II marked a significant turning point in modern history.

13. Many revolutionaries chose to _____ oppressive regimes, even at great personal risk.

14. Historians strive to piece together evidence from different sources to _____ of complex historical events.

15. During the Cold War, intelligence agencies sought to _____ the defenses of rival nations to gather crucial information.

16. Leaders throughout history have been _____ difficult decisions during times of war and crisis.

17. The concept of liberty became _____ from the struggles for independence during the 18th and 19th centuries.

18. Political figures often _____ certain policies or movements to gain support.

19. Societies sometimes have to _____ difficult truths about their past to move forward.

20. The French Revolution sought to _____ the injustices of the Ancien Régime and establish a new order.

Task 3. In 2022, Timothy Snyder, Professor of History, prepared a course in History of Ukraine. His lectures on The Making of Modern Ukraine delivered at Yale University, are available to the public. Here is the link to the series of lectures https://www.youtube.com/playlist?list=PLh9mgdi4rNewfxO7LhBoz_1Mx1MaO6sw

UNIT 5. INTERDISCIPLINARITY

Lead-in: Read the following quote by Robert J. Shiller and share your interpretation of it. ***“In the longer run and for wide-reaching issues, more creative solutions tend to come from imaginative interdisciplinary collaboration.”*** Answer the following questions:

- What are the benefits of interdisciplinary collaboration in problem-solving?
- Can you provide examples of successful interdisciplinary collaborations?
- What challenges might arise in interdisciplinary collaborations, and how can they be overcome?

VOCABULARY ACTIVATOR

Topical Vocabulary	
benefit / beneficial	multi- faceted
collaborate	implication
comprehensive	awareness
continuity	compartment
distinct	expertise
findings	complete
gain	insight
notation	accrue
shorthand	prevent
subtle	artificial
value	apply / application

Task 1. Match the words from the topical vocabulary to the definitions given below.

1. having many aspects or sides: _____
2. a conclusion that can be drawn from something: _____
3. complete and including everything that is necessary:

4. an advantage or profit gained from something: _____
5. to work jointly with others or together: _____
6. expert skill or knowledge in a particular field: _____
7. to accumulate or receive, such as payments or benefits over time:

8. a method of rapid writing by using symbols or abbreviations:

9. the importance, worth, or usefulness of something:

10. the action of putting something into operation or the act of applying something:

11. recognizably different in nature from something else of a similar type:

12. consistent existence or operation of something over time:

13. resulting in good, favourable or advantageous:

14. elusive or not obvious; requiring mental acuity to understand:

Task 2. Complete the sentences with one of the words from the topical vocabulary in the correct form.

1. The primary _____ of this approach is that it allows us to gain valuable insights.

2. The new policy is _____, addressing various aspects of the problem.

3. One important _____ of this research is the potential for significant societal impact.

4. Increasing public _____ about climate change is crucial for future generations.

5. Each department has a _____ role within the organisation.

6. Her _____ in the field was evident during the presentation.

7. The _____ of the study were published in a reputable journal.

8. By attending the workshop, participants can _____ practical skills.

9. The professor provided _____ into the complexities of the subject matter.

10. The novel had many _____, not obvious themes that required careful reading to fully understand.

11. The _____ of this theory can solve many practical problems.

12. He said this would _____ companies from creating new jobs.

Task 3. Read the following text and get ready to give an overview of the concepts of integrative study and efficiency of its applying.

The value and benefits of integrative study

Multidisciplinary or **interdisciplinarity**, as the forms of integrative study, is where two or more academic disciplines collaborate for a specific purpose or to produce new knowledge and understanding, for instance, when computer scientists, psychologists and sociologists cooperate in the design of human/computer interfaces. Although a multidisciplinary approach uses the skills and knowledge from more than one academic discipline, the use of knowledge from different disciplines remains *distinct*, even though the differences between the disciplines can be quite subtle. For example, historians, journalists, and psychologists commonly work together on comprehensive research projects, each applying their specialist knowledge to their own area of expertise. In this context:

- **historians** might provide a deep understanding of historical context and continuity;
- **journalists** can bring investigative skills and the ability to communicate findings effectively to the public;
- **psychologists** might contribute insights into human behavior and mental processes.

This collaboration can lead to a richer, multi-faceted understanding of complex issues. For example, when studying the psychological impacts of a historical event, historians provide the background and timeline, journalists investigate and report on current implications, and psychologists analyse the mental and emotional effects on individuals and communities. When a project is completed, each of the specialists return to their own area of expertise to start other projects.

Why study multiple subjects?

It is important to remember that the traditional academic subjects that are referred to today, such as chemistry, music and geography, are simply artificial boxes used to understand the growing awareness of our lives and universe. People have always tried to make sense of our world by trying to organise our knowledge into compartments. Over time,

these compartments have changed and multiplied, and as a result, we have ended up with distinct subjects such as history, mathematics and business.

Some subjects have developed so much that they have now been divided up into new areas of knowledge. History, for example, can be broken down into fields such as archaeology, European history and Roman history. Sometimes, new areas of knowledge develop at the boundaries of more than one subject. For example, biochemistry, which applies elements of both chemistry and biology.

When a new subject is created, groups of ‘experts’ form around one particular area of knowledge, which can lead to a different style of language and specific notations that are unique to that area. These are used by experts in the field, as well as by teachers and students, as a shorthand for discussing a particular subject efficiently. However, this also creates barriers that prevent others from easily understanding the subject and its discussion. Learning the different languages and notations of more than one subject and bringing them together is therefore a key challenge when adopting a multidisciplinary approach to study.

Most study undertaken in an undergraduate degree is within a single subject area, for example chemistry or history. There are sound reasons for this. Any subject becomes more complex as the body of knowledge accrues over time, therefore to gain an in-depth understanding, it is necessary to study within the confines of that subject and build up your knowledge of it. However, to get the most out of the different ways each subject looks at an issue, it can often be useful to combine two or more academic subjects, taking elements from each to create a new understanding or insight.

Studying different subjects can therefore bring a different perspective to many different issues. For example, climate change can be examined through a range of different subject ‘lenses’, as shown in Figure 1.

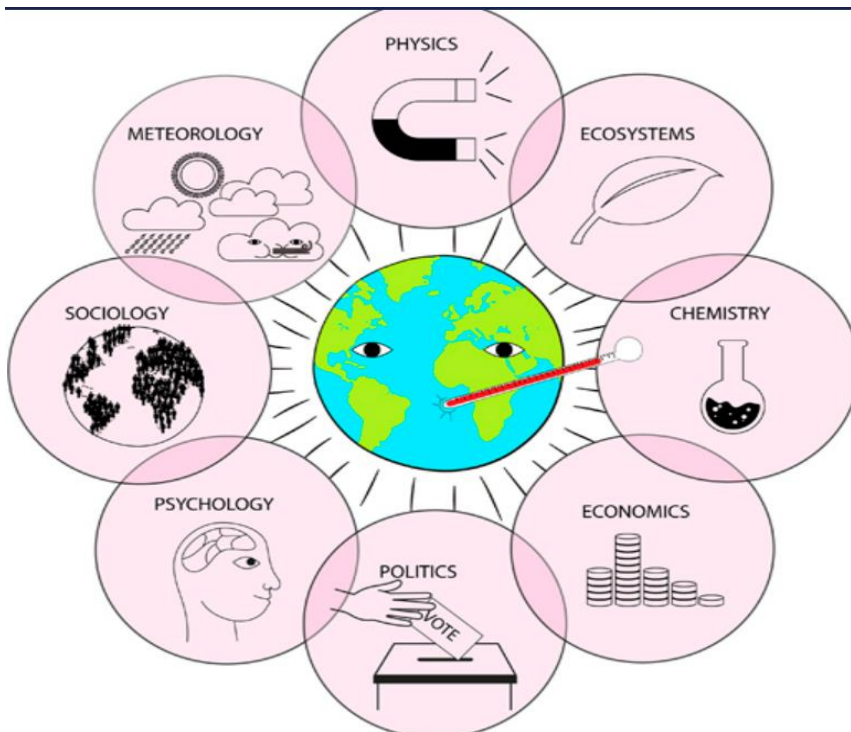


Figure 1. The problem of climate change demands an interdisciplinary approach

(Adapted from <https://www.open.edu/openlearn/education-development/multidisciplinary-study-the-value-and-benefits/content-section-2>)

Task 4. Skim the text again and do the following tasks.

- A. Explain how the integration of the disciplines shown in Fig. 1 can contribute to solving the problem of climate change.
- B. Think of other examples where studying different subjects could help to answer a global issue. Write down one problem and the disciplines that could contribute to investigating this issue further.

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