

Министерство науки и высшего образования Российской Федерации
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«Нижегородский государственный лингвистический университет
им. Н.А. Добролюбова»

УТВЕРЖДАЮ
Проректор по учебной
деятельности



 Р.А. Иванова

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РАБОЧАЯ ПРОГРАММА

**Дополнительная профессиональная программа
повышения квалификации
«Коммуникативный курс английского языка.
Технический английский язык»**

Нижний Новгород

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Программа обсуждена и одобрена на заседании кафедры теории и практики английского языка и перевода от «29» августа 2023 г., протокол № 1.

Зав. кафедрой

В.В. Сдобников

I. Общая характеристика Цели и задачи программы

Настоящая дополнительная профессиональная программа повышения квалификации «Коммуникативный курс английского языка. Технический английский» предназначена для взрослых слушателей, желающих совершенствовать свой уровень владения английским языком. На изучение одного уровня отводится 60 учебных часов аудиторных практических занятий и 60 часов самостоятельной работы слушателей. Каждый уровень обучения завершается проведением итогового экзамена, включающего в себя письменную и устную части. Особенностью курса является интенсивный подход к организации образовательного процесса, что предполагает краткосрочность обучения, использование специальных методик и технологий обучения, способствующих интенсификации учебного процесса.

Основной целью обучения английскому языку в рамках настоящего курса является формирование, развитие и совершенствование межкультурной иноязычной коммуникативной компетенции, предполагающей овладение языком как средством межкультурного общения, как в профессиональной сфере, так и в социально-бытовой, культурной и т.д.

В процессе овладения межкультурной иноязычной компетенцией слушатели развивают и совершенствуют коммуникативные умения во всех видах речевой деятельности (аудирование, чтение, говорение, письмо), необходимые в реальном практическом иноязычном общении. Особое внимание уделяется устной форме непосредственной иноязычной коммуникации – говорению, что подразумевает развитие коммуникативных умений строить устное речевое общение в условиях межкультурного контакта. Поэтому обучение строится с учетом коммуникативно-деятельностного подхода, проявляющегося в максимальном приближении учебного процесса к реальному процессу общения. Обучение осуществляется на основе содержания, отражающего как профессиональный, так и современный социокультурный контекст разнообразных ситуаций иноязычного общения.

В рамках интенсивного подхода большую роль играет самостоятельная работа обучающихся. Самостоятельная работа слушателей главным образом предполагает подготовку к аудиторным занятиям. Основными формами самостоятельной работы во внеаудиторное время является работа с учебной, справочной литературой, интернет-ресурсами.

II. Требования к результатам освоения дисциплины

В результате освоения дополнительной профессиональной программы повышения квалификации «Коммуникативный курс английского языка. Технический английский» слушатель должен овладеть соответствующим уровнем межкультурной иноязычной коммуникативной компетенции, что

предполагает владение коммуникативными умениями (в соответствующем объеме) во всех видах речевой деятельности: аудировании, чтении, говорении, письме.

2.1. Аудирование.

Конечной целью обучения аудированию является выработка у слушателей умения понимать на слух оригинальную английскую речь в звукозаписи. Для достижения конечной цели большое внимание уделяется следующим навыкам и умениям:

- членение текста на смысловые части;
- определение идеи и темы текста;
- определение трудностей в понимании текста и вычленение неточно понятых фрагментов;
- умение кратко передать основной смысл прослушанного текста, прокомментировать его, высказать свое мнение.

Аудитивные навыки и умения также предполагают способность понимать на слух разножанровые тексты различного коммуникативного контекста (анонсы, объявления, репортажи, новости и т.д.).

2.2. Говорение.

Конечными целями обучения говорению слушателей в монологической и диалогической формах являются следующие умения:

- вести беседу в связи с ситуациями, обусловленными тематикой курса, а также реальным общением;
- излагать мысли по заданной теме/проблеме, аргументируя высказывание;
- анализировать события, факты;
- участвовать в дискуссии.

Монологическая речь

- подготовка сообщения по заданной теме (соответствующее композиционное оформление выступления);

Диалогическая речь

- быстрая и адекватная реакция на речь собеседника с использованием соответствующих клише;
- обсуждение проблемы/вопроса в паре/группе.

2.3. Чтение.

Конечной целью обучения чтению является выработка у слушателей следующих умений:

- читать и понимать адаптированную и оригинальную англоязычную литературу.

Для достижения конечной цели необходимо овладение студентами следующим навыками и умениями:

- смысловая интерпретация текста;
- вычленение основной и детальной информации.

Навыки и умения чтения также предполагают развитие способности понимать разножанровые тексты (публицистические, научно-популярные и т.д.).

2.4. Письмо и письменная речь.

Конечными целями обучения является умение студентов

- писать электронные письма в личностных и профессиональных целях;
- заполнять документы (формуляры, анкеты и т.д.).

III. Содержание дисциплины

Всего 120 часов: аудиторных часов 60 ч; самостоятельная работа: 60 ч.

Дисциплина включает два тематических блока: коммуникативный английский (80 часов) и технический английский (40 часов).

3.1 Уровень Pre-Intermediate (коммуникативный английский)

№ п/п	Тематический блок	Количество аудиторных часов	Количество часов самостоятельной работы
1	Where are you from?	4	4
2	The story behind the photo	4	4
3	Plans and dreams	4	4
4	Parents and teenagers	4	4
5	Superlative cities	4	4
6	Are you a pessimist?	4	4
7	Learn a language in a month!	4	4
8	The mothers of invention	4	4
9	Are you a morning person?	4	4
10	Gossip is good for you	4	4
	Итого	40	40

Итого: 80 часов

3.1.1 Содержание дисциплины по темам

Тема №1. Where are you from?

Grammar: word order in questions, question formation, auxiliary verbs

Vocabulary: common verb phrases, spelling and numbers

Тема №2. The story behind the photo.

Grammar: past continuous

Vocabulary: prepositions of time and place

Тема №3. Plans and dreams.

Grammar: be going to (plans and predictions)

Vocabulary: airports

Тема №4. Parents and teenagers.

Grammar: present perfect + yet, just, already

Vocabulary: homework, *make* or *do*

Тема №5. Superlative cities.

Grammar: superlatives (+ ever + present perfect)

Vocabulary: describing a town or city

Тема №6. Are you a pessimist?

Grammar: *will/won't* (predictions)

Vocabulary: opposite verbs

Тема №7. Learn a language in a month!

Grammar: *have to, don't have to, must, mustn't*

Vocabulary: modifiers: *a bit, really* etc.

Тема №8. The mothers of invention.

Grammar: passive

Vocabulary: verbs: *invent, discover*

Тема №9. Are you a morning person?

Grammar: word order in phrasal verbs

Vocabulary: phrasal verbs

Тема №10. Gossip is good for you.

Grammar: reported speech

Vocabulary: say or tell?

3.1.2 Вид аттестации - тестирование

1. Complete the sentences. Use the correct form of the verb in brackets.

Example: I usually get up (get up) at seven o'clock.

- 1 He _____ (look for) a job when he leaves university.
- 2 I _____ (be) to Italy three times.
- 3 Mike _____ (live) in France, but now he lives in London.
- 4 Our office _____ (not clean) every day.
- 5 She _____ (not go) to the party, she went home.
- 6 She left the cinema because she _____ (see) the film before.
- 7 Happy anniversary! How long _____ you _____ (marry)?
- 8 Sarah _____ (cook) lunch at the moment.
- 9 They _____ (watch) TV when we arrived.
- 10 _____ you ever _____ (see) a crocodile?
- 11 I _____ (see) David last week.
- 12 I don't think it _____ (rain) tomorrow. There aren't any clouds.
- 13 Paella _____ (make) with rice.
- 14 They _____ (not listen) to the teacher right now.
- 15 What _____ you _____ (see) when you opened the door?
- 16 When I arrived, Jack _____ already _____ (leave) – the house was empty.

2. Underline the correct word(s) in each sentence.

Example: Have you finished your homework yet / **just**?

- 1 I'm bored. I don't have **anything** / **nothing** to do.
- 2 This is the **best** / **better** pizza I've ever tasted.
- 3 They asked us what **we wanted** / **we did want**.
- 4 My brother's **most** / **more** intelligent than me.
- 5 I **mustn't** / **don't have to** work today. It's a holiday!
- 6 If she didn't love him, she **wouldn't** / **won't** marry him.
- 7 A tortoise moves more **quickly** / **quicker** than a snail.
- 8 You **can** / **should** get a new job. Your boss is horrible.
- 9 **Swimming** / **Swim** in the sea makes me feel great.
- 10 You **must** / **mustn't** study hard. You've got an exam.
- 11 You smoke **too many** / **too much** cigarettes.
- 12 She **said** / **told** him she didn't want to marry him.
- 13 They **might** / **must** visit us tomorrow. It depends whether they fix the car.
- 14 I don't do **enough** / **too** exercise.

3 Read the article and tick (✓) A, B, or C.

How to Survive in the Jungle

Last week in our series 'Life in the Jungle' we looked at some of the most fascinating jungles in the world. In this week's feature, we're looking at how to survive in the jungle. Alana Harris gives us some ideas.

When you're in the jungle, you need to leave all your luxuries at home! That means, forget your mobile phone, your favourite coffee, your chocolate bars, and your CD player. When you're in the jungle, you need only four things – water, food, shelter, and fire. You can find all of these easily, but you must know what to look for.

Let's start with water. Even though there's a lot of water in most tropical environments, you may not find it immediately. One way to discover it is to follow animals and birds, as they need liquid regularly. Insects can also be a good sign, because they usually build their nests near water. However, don't only look for rivers. You can also find water in plants such as vines, roots, and palm trees.

You can usually find a lot of food in the jungle, but you must be happy to eat things you wouldn't normally want to, for example, insects. However, you need to know the difference between those you can eat and those that are poisonous, so start reading about them now! For cooking and for warmth, collect dry firewood, leaves, and grass. Then make fire using dry sticks – or take a box of matches or a lighter with you!

The type of shelter you need depends on the weather and the kind of animals that are in the jungle. Malaria-carrying mosquitoes and other insects can be very dangerous, so protect yourself against bites. If you don't have any insect repellent, try putting mud on your skin.

Of course, if you're lost in the jungle, you'll want to get home again. The sun and stars can help you find your way, so you might want to study astronomy. Alternatively, when you find a river, follow it. People usually live near rivers, so if you walk along the river bank, eventually you'll find a village.

Example: This is the first article in the series.

A True B False C Doesn't say

- 1 Alana Harris has been to the jungle several times.
A True B False C Doesn't say
- 2 She suggests taking one luxury food item.
A True B False C Doesn't say
- 3 Animals can lead you to water.
A True B False C Doesn't say
- 4 Insects can survive a long time without drinking.
A True B False C Doesn't say
- 5 Alana doesn't recommend getting water from plants.
A True B False C Doesn't say
- 6 Alana says it's always safe to eat insects.
A True B False C Doesn't say
- 7 Alana has been poisoned by a plant before.
A True B False C Doesn't say
- 8 You shouldn't use a lighter to make a fire in the jungle.
A True B False C Doesn't say
- 9 Mosquitoes will bite you if you don't have insect repellent.
A True B False C Doesn't say
- 10 It's a good idea to learn about the stars.
A True B False C Doesn't say

4 WRITING

Write about your most memorable holiday. Answer the questions. (100–150 words)

- Where did you go?
- Where did you stay?
- Who did you go with?

- What were the best moments?
- What were the worst moments?
- Why is it memorable?

3.2 Уровень Intermediate (коммуникативный английский)

№ п/п	Тематический блок	Количество аудиторных часов	Количество часов самостоятельной работы
1	Food	4	4
2	Changing lives	4	4
3	Race across London	4	4
4	Failure and success	4	4
5	Sporting superstitions	4	4
6	Judging by appearance	4	4
7	Extraordinary school for boys	4	4
8	What's the right job for you?	4	4
9	Lucky encounters	4	4
10	Modern icons	4	4
	Итого	40	40

Итого: 80 часов

3.2.1. Содержание дисциплины по темам

Тема №1. Food.

Grammar: present simple and present continuous, action and non-action verbs

Vocabulary: food and cooking

Тема №2. Changing lives.

Grammar: present perfect + for/since, present perfect continuous

Vocabulary: strong adjectives: *exhausted, amazed* etc.

Тема №3. Race across London.

Grammar: comparatives, superlatives

Vocabulary: transport

Тема №4. Failure and success.

Grammar: can, could, be able to

Vocabulary: -ed/-ing adjectives

Тема №5. Sporting superstitions.

Grammar: past tenses: simple, continuous, perfect

Vocabulary: sport

Тема №6. Judging by appearance.

Grammar: modal verbs

Vocabulary: the body

Тема №7. Extraordinary school for boys.

Grammar: first conditional and future time clauses

Vocabulary: education

Тема №8. What's the right job for you?

Grammar: gerunds and infinitives

Vocabulary: work

Тема №9. Lucky encounters.

Grammar: conditionals

Vocabulary: making adjectives and advrbs

Тема №10. Modern icons.

Grammar: relative clauses: defining and non-defining

Vocabulary: compound nouns

3.2.2. Вид аттестации - тестирование

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: Are you going (go) on holiday this year?

1 'Where's Lynne?' 'She _____ (go) to Cuba. She'll be back next week.'

2 Mike _____ (work) in his study. Shall I call him for you?

3 If I had the chance to live abroad, I _____ (go).

4 I'm sorry. I think I _____ (break) your camera when I dropped it!

5 I would have said 'hello' if I _____ (see) you!

6 I _____ (have) lunch every day with Clare in the canteen – I really enjoy talking to her.

7 'Didn't you hear the phone ring?' 'No, sorry. I _____ (listen) to music.'

8 She told me she _____ (want) to meet me the next day.

9 Between 1984 and 1986 Patricia Cornwell _____ (write) three novels.

10 I _____ (eat) less chocolate at the moment because I am on a diet.

11 We can't go to that restaurant again! I _____ (go) there twice last week.

12 You will get your results in a month – a letter _____ (send) to your house.

13 He _____ (work) at the company for years, and he still loves it.

- 14 When I got home, I saw that somebody _____ (break) one of my windows.
15 I'll wait until she _____ (get) here and then we'll come over together.

2. Underline the correct word(s).

Example: There's **no** / **not** enough time to get the project finished today.

- 1 You **wouldn't** / **won't** get the job if you don't apply for it!
- 2 You **mustn't** / **shouldn't** ride without your helmet. It is illegal.
- 3 Please talk more **quieter** / **quietly**. You might wake up the baby.
- 4 She's the woman **who's** / **whose** brother won the national lottery.
- 5 I think **banning** / **ban** cars from the city centre is a good idea.
- 6 The boss **said** / **told** me not to tell anyone about the promotion.
- 7 Very **few** / **little** people turned up at the meeting last week.
- 8 I'll see you **the next** / **next** Friday.
- 9 There aren't **any** / **no** big parks in this town.
- 10 I'm so tired. I won't be able to drive **unless** / **if** I have a break and some coffee.
- 11 I **usually** / **used to** watch TV in the evenings, but now I go to the sports centre.
- 12 **Will** / **Shall** you tell me if you hear any news?
- 13 If you went to visit her, **she'll** / **she'd** be so happy.
- 14 I **must** / **might** work harder if I want to get a better job.

3. READING

Read the article and tick (✓) A, B, or C.

We all know that men and women have their differences. But do they really think differently? Some people might argue that they don't, but I disagree. In my opinion, men and women still behave in the same way that they were designed to centuries ago. We have different interests, different ways of speaking, of showing how we feel, and of coping with stressful situations.

In today's society, where the sexes are considered to be equal, we sometimes forget how different we are. This can have a negative effect on our relationships. We often become angry or frustrated with the opposite sex because we expect them to behave and communicate like we do.

So why does a man behave as he does? There is evidence to suggest that men were programmed with the instinct to hunt silently for animals. They had to be able to focus their attention on one thing. This might explain why it's so difficult to have a conversation with a man when he's watching TV! And also why he's so good at reading maps and giving directions.

Why does a woman act the way she does? Women are usually very good at multi-tasking (doing more than one job at once), but often find it harder than men to concentrate fully on one thing. In the past, women would have worked in groups, which required a lot of communication, so they're generally more talkative and sensitive to other people's feelings. A woman can return from a party knowing everything about everyone, but a man will probably have discussed less personal topics like football.

Research has shown that men and women use different parts of their brains for language. Women usually score higher in writing tests. Men are seven times more likely to score in the top 5% in scientific exams. They're often talented at problem-solving and making quick decisions, whilst women are good at organization, comforting, and giving advice.

Of course, women still do dangerous sports, and men can multi-task without any problem after a strong cup of coffee! I'm not saying that women and men are not equal; it's just that there are some natural differences – and that's fantastic! We should appreciate and accept them as being what makes us special.

Example: The writer says that everyone has noticed that men and women are different.

A True B False C Doesn't say

- 1 The writer thinks men and women have changed the way they behave over centuries.
A True B False C Doesn't say
- 2 Modern society has made the sexes more equal.
A True B False C Doesn't say
- 3 Relationships can become tense because men and women don't understand each other.
A True B False C Doesn't say
- 4 Men were originally designed to go out and hunt for food.
A True B False C Doesn't say
- 5 Men are naturally able to concentrate on one problem at a time.
A True B False C Doesn't say
- 6 Women understand other people's emotions more easily than men.
A True B False C Doesn't say
- 7 Men's brains are generally larger than women's.
A True B False C Doesn't say
- 8 Women are usually good at learning languages.
A True B False C Doesn't say
- 9 Research shows that men aren't better at scientific subjects than women.
A True B False C Doesn't say
- 10 The writer thinks that men and women shouldn't be equal.
A True B False C Doesn't say

4. WRITING

Write about a person you admire. They can be a family member, friend or famous personality. Include the following: (140–180 words)

- who they are
- your relationship to them; how you met / know them
- their personality
- their appearance
- why you admire them

3.3 Уровень Upper-Intermediate (коммуникативный английский)

№ п/п	Тематический блок	Количество аудиторных часов	Количество часов самостоятельной работы

1	Interviews: questions and answers	4	4
2	Calling a doctor	4	4
3	Air travel	4	4
4	Eco-guilt	4	4
5	The survivors' club	4	4
6	Music and Emotions	4	4
7	Actors acting	4	4
8	Breaking the news	4	4
9	Truth and lies	4	4
10	The power of words	4	4
	Итого	40	40

Итого: 80 часов

3.3.1. Содержание дисциплины по темам

Тема №1. Interviews: questions and answers.

Grammar: question formation, auxiliary verbs

Vocabulary: compound adjectives, modifiers

Тема №2. Calling a doctor.

Grammar: present perfect simple and continuous

Vocabulary: illnesses and injuries

Тема №3. Air travel.

Grammar: the position of adverbs and adverbial phrases

Vocabulary: At the airport, on board the plane

Тема №4. Eco-guilt.

Grammar: zero and first conditional, future time clauses

Vocabulary: the environment, the weather

Тема №5. The survivors' club.

Grammar: unreal conditionals, structures after wish

Vocabulary: expressing feelings with verbs or -ed/-ing forms

Тема №6. Music and Emotions.

Grammar: gerund and infinitive

Vocabulary: music

Тема №7. Actors acting.

Grammar: verbs of senses

Vocabulary: acting

Тема №8. Breaking the news.

Grammar: reporting verbs

Vocabulary: the media

Тема №9. Truth and lies.

Grammar: clauses of contrast and purpose; whatever, whenever

Vocabulary: advertising, business

Тема №10. The power of words.

Grammar: quantifiers, articles

Vocabulary: collocation: word pairs

3.3.2. Вид аттестации - тестирование

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: I've lived (live) near Nathan since I was a child.

- 1 I think you'd have got the job if you _____ (not ask) that stupid question.
- 2 Call an ambulance! Mrs Jones _____ (run over) by a car!
- 3 I immediately regretted _____ (send) the email.
- 4 I _____ (writing) my essay for an hour when my computer crashed and lost it all.
- 5 I'm sure you wish you _____ (not buy) that car. It's been nothing but trouble.
- 6 We _____ (practise) this dance for nearly two months, so it should go well tonight.
- 7 I think I _____ (learn) enough Chinese by the time I go to China.
- 8 I'll let you know the test results as soon as I _____ (discuss) them with your doctor.
- 9 I wanted to meet Anna, but she _____ (already leave) when I got to the party.
- 10 We couldn't go inside the church because it _____ (redecorate).
- 11 You _____ (not sit) here now if I hadn't managed to get us the invitation.
- 12 One of the greatest 20th century paintings _____ (report) to have been stolen.
- 13 I'll bring something to eat in case we _____ (get) hungry.
- 14 I _____ (still work) at 7.00. I don't finish till 8.00 on Thursdays.
- 15 You shouldn't _____ (spend) so long in the sun yesterday – you've got sunburn.

Write the words after the definitions.

Example: very angry = furious

- 1 the thing which planes take off from and land on = _____
- 2 the person who controls how an orchestra plays = _____
- 3 unsure how to react to something because your emotions are so strong = _____
- 4 someone who tries to avoid spending money = tight-_____
- 5 another word for luggage = _____
- 6 you put your head on this when you sleep = _____
- 7 a group of people who sing together = _____
- 8 when you open your mouth very wide because you are tired = _____

- 9 the opposite of tight (trousers) = _____
10 you use these to breathe = _____
11 a person who sees a crime = _____
12 a person who works with you in a company = _____
13 a snow storm with very strong winds = _____
14 the person in charge of a newspaper who decides what will go in it = _____
15 not allowing water to go through it = _____

A Step In The Right Direction

It was once famously said that some things in life – like paying taxes and death – are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers, and addressed a range of issues in relation to recruitment, employment, and particularly young people into the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers, and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers – for example in areas such as financial services and call centres – had adjusted to the new situation, and appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognized that skills like communication, team-working, organization, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

Where there does appear to be a significant difference of opinion between the views of young people and employers related to the extent to which young people *actually* possess the necessary 'employability' skills. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their ability with computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young people simply take their IT skills for granted, often not realizing how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the inductions provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the inductions ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get involved as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the more regularly young people were recruited and the larger the employer, the more formal the induction process.

In uncertain economic times, it seems that young people more than ever are having to do all they can to find employment.

- 1 The survey revealed that, in general, young people ...
 - A do not value the early work experience they gain in any way.
 - B are unconvinced they will do the same job until they retire.
 - C would prefer to have a gap year before starting higher education.
 - D are unsure about which jobs they want to do when they leave school.

- 2 What do employers think about formal qualifications?
 - A They are less important than behavioural qualities.
 - B They are more important than behavioural qualities.
 - C They are equally as important as behavioural qualities.
 - D They are more important than behavioural qualities for certain jobs only.

- 3 What can we learn from the survey about young people and IT skills?
 - A Employers do not assume that all young employees have good IT skills.
 - B Young people need to perfect their IT skills before starting work for an employer.
 - C Young people should promote their IT skills to employers more than they do currently.
 - D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.

- 4 The survey suggests that young people themselves value skills such as being able to...
 - A get the job done faster than others.
 - B get new business for the company.
 - C get better results than colleagues.
 - D get on with other people in the workplace.

- 5 Induction processes vary in terms of ...
 - A where they are carried out.
 - B who they are reviewed by.
 - C when they take place.
 - D what they focus on.

WRITING

Write a report on the following topic.

'Workplaces of the future'.

Include the following information:

- say what you think the workplaces of the future will be like
- say why you think changes in the workplace will take place
- discuss how the changes will affect employees' lives.

Write 140-180 words.

3.4 Технический английский

№ п/п	Тематический блок (технический английский)	Количество аудиторных часов	Количество часов самостоятельной работы
1	Telecoms and IT	2	2
2	Mobility	2	2
3	Software	4	4
4	Networking	4	4
5	Data centers and security	2	2
6	Services	2	2
7	Media	2	2
8	Society	2	2
	Итого	20	20

Итого: 40 часов

3.4.1. Содержание дисциплины по темам

Тема №1. Telecoms and IT

Useful language: Talking about change. Degrees of probability in the future.

Vocabulary: Convergence in technology. Convergence in business. A converged future.

Тема №2. Mobility

Useful language: Recommending. Explaining in simple terms.

Vocabulary: Mobile devices. Mobile technology in retail. Location-based services.

Тема №3. Software

Useful language: Future consequences. Assessing options. Time periods.

Vocabulary: The software development process. Software solutions. Project management.

Тема №4. Networking

Useful language: Sequencing. Relative pronouns.

Vocabulary: Global infrastructure. Enterprise networking. Network management.

Тема №5. Data centers and security

Useful language: Talking about imaginary situation. Giving instructions.

Vocabulary: Data centers. Information security. Banking security.

Тема №6. Services

Useful language: Comparing adjectives. The language of negotiating.

Vocabulary: Managed services. Service Level Agreements. Negotiating an SLA.

Тема №7. Media

Useful language: Assessing business. Describing places.

Vocabulary: Television. Media start-ups. Website usability.

Тема №8. Society

Useful language: The passive. Opinions.

Vocabulary: Technology adoption in society. Surveillance.

3.4.2. Вид аттестации (тестирование)

Письменное тестирование

1 Choose the correct answer, A, B C or D.

1 I'm a data _____ – I process data.

A architect B developer C analyst D supporter

2 Hello, I'm Kamal. _____ to meet you.

A Please B Pleased C OK D Thanks

3 Video and graphic cards are examples of _____ cards.

A expansion B insertion C extension D processing

4 Have you _____ the CD into the correct drive?

A burnt B inserted C set up D run

5 Our website needs to _____ a friendly and efficient service.

A promote B do C share D make

6 The user wants a website that is easy to _____ .

A offer B present C design D navigate

7 Data _____ is when you arrange and systemise data.

A processing B coding C collecting D creating

8 You usually need to open an _____ before you can shop online.

A item B exchange C account D order

9 Did you _____ for the product with a credit card?

A buy B pay C spend D select

10 Your software isn't compatible _____ this computer.

A for B with C to D at

11 The power cable was _____ by mistake. That's why the machine didn't work.

A disappeared B disconnected C displayed D distributed

12 I need to _____ the new software on your computer. It'll take half an hour.

A install B insert C transfer D connect

2 Choose the correct answer, A, B, C or D.

- 1 Who _____ you work for?
A does B do C are D is
- 2 I _____ a software engineer. What about you?
A work B be C am D do
- 3 The new computer is _____ than my old one.
A fast B fastest C more fast D faster
- 4 This is the _____ problem we've had with the system.
A bad B worse C most worse D worst
- 5 I _____ got the number for the helpdesk.
A don't B haven't C won't D can't
- 6 Has he _____ the training course yet?
A do B did C done D doing
- 7 'How _____ do they defrag their computers?' 'Every Monday morning.'
A many B often C long D much
- 8 We did the presentation at 7.00 p.m. _____ that we all went out to dinner.
A Next B Then C After D Finally
- 9 _____ you recommend an external hard drive, please?
A Should B Could C May D Must
- 10 'When _____ you unplug the printer?' 'Ten minutes ago.'
A have B are C do D did
- 11 Randa _____ me ten emails yesterday.
A has send B sent C sends D is sending
- 12 'Why _____ we run the system check now?' 'That's a good idea.'
A aren't B don't C haven't D won't
- 13 What about _____ the cables? Have you done that?
A check B to check C checking D checked
- 14 Sorry I can't help. I haven't got _____ knowledge about this subject.
A a lot B many C much D a little
- 15 We haven't finished _____ we had a problem with the software.
A for B so C but D because
- 16 When we have the new security system, hackers _____ be able to get into the network.
A aren't B won't C don't D can't
- 17 A multimeter _____ to measure electrical properties.
A is used B used C uses D is using
- 18 Unauthorised personnel aren't _____ to access the data.
A allow B allowing C to allow D allowed
- 19 You _____ be late tomorrow. The big boss is coming to our office.
A mightn't B mustn't C couldn't D wouldn't

3 Reading

1 Match sentences 1–7 to sentences a–g to complete the text.

Data storage

- 1 Online data storage is _____ .
- 2 A remote server with a network connection and special software _____ .
- 3 Cloud computing allows colleagues in an organisation _____ .
- 4 Continuous backup and storage on a remote hard drive _____ .
- 5 Remote data storage and backup providers _____ .
- 6 External drives, disks and magnetic tapes _____ .
- 7 Unfortunately, they do not _____ .

- a encrypt the data and set up password protection to ensure maximum security

- b backs up files, folders or the entire contents of a hard drive
- c protect the user in case of a disaster
- d an offsite method of data storage and back up
- e to share resources, software and information over the internet
- f eliminates the risk of data loss as a result of fire, flood or theft
- g are very popular data storage solutions

4 Writing

Last week the company you work found a virus in the network. You had solved the problem. Write an email to the IT manager.

- 1 Say what the problem was.
- 2 Say what you think caused it.
- 3 Say what you did to solve it.
- 4 Suggest what the company should do to stop this happening again.
- 5 Recommend new security software.

Dear _____

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Kind regards

IV. Учебно-методическое обеспечение дисциплины

1. Christina Latham Koenig, Clive Oxenden “English File” (Pre-intermediate, Intermediate, Upper-Intermediate). – Учебник, Рабочая тетрадь, Книга для учителя, интернет-ресурсы . - Oxford University Press, 2014.
2. Tom Ricca-McCarthy, Michael Duckworth “English for Telecoms and Information Technology”. Учебник, CD-диски - Oxford University Press, 2012